



OKLAHOMA STATE DEPARTMENT OF EDUCATION

# **mCLASS® DIBELS 8<sup>th</sup> Edition**

Universal Screener Technical Support

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 the Reading Sufficiency act (RSA). Specific questions about the assessment should be directed to the vendor.

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## Contact Information

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## General Information for Administration

Group size:	Group & individual
Method:	Assessment is administered online
Assessment Type:	Curriculum-based measure and adaptive

### Estimated administration time

Kindergarten	2-4 minutes per student 5-10 minutes per group
1 <sup>st</sup> grade	3-5 minutes per student 5-10 minutes per group
2 <sup>nd</sup> grade	1-3 minutes per student 14-19 minutes group
3 <sup>rd</sup> grade & above	1-3 minutes per student 14-19 minutes group

## Remote Testing Guidance

Guidance for conducting mCLASS DIBELS 8<sup>th</sup> edition assessments remotely can be found here: <https://remotemclass.amplify.com/>



## Required Assessment Components

According to the vendor’s submission for state approval, the subtests indicated below should be administered in each grade level. The same tests for each grade level should be used in each screening window (beginning, middle, and end of year).

Districts may also choose to use the Amplify Oral Language Screener in kindergarten through 2<sup>nd</sup> grade as an optional addition for more information.

Kindergarten	<ul style="list-style-type: none"> <li>● LNF</li> <li>● PSF</li> <li>● NWF</li> <li>● WRF</li> <li>● mVS</li> </ul>	<ul style="list-style-type: none"> <li>Letter Naming Fluency</li> <li>Phoneme Segmentation Fluency</li> <li>Nonsense Word Fluency</li> <li>Word Reading Fluency</li> <li>mCLASS Vocabulary Screener</li> </ul>
1 <sup>st</sup> grade	<ul style="list-style-type: none"> <li>● LNF</li> <li>● PSF</li> <li>● NWF</li> <li>● WRF</li> <li>● ORF</li> <li>● mVS</li> </ul>	<ul style="list-style-type: none"> <li>Letter Naming Fluency</li> <li>Phoneme Segmentation Fluency</li> <li>Nonsense Word Fluency</li> <li>Word Reading Fluency</li> <li>Oral Reading Fluency</li> <li>mCLASS Vocabulary Screener</li> </ul>
2 <sup>nd</sup> grade	<ul style="list-style-type: none"> <li>● NWF</li> <li>● WRF</li> <li>● ORF</li> <li>● MAZE</li> <li>● mVS</li> </ul>	<ul style="list-style-type: none"> <li>Nonsense Word Fluency</li> <li>Word Reading Fluency</li> <li>Oral Reading Fluency</li> <li>Maze Reading Comprehension</li> <li>mCLASS Vocabulary Screener</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>● NWF</li> <li>● WRF</li> <li>● ORF</li> <li>● MAZE</li> <li>● mVS</li> </ul>	<ul style="list-style-type: none"> <li>Nonsense Word Fluency</li> <li>Word Reading Fluency</li> <li>Oral Reading Fluency</li> <li>Maze Reading Comprehension</li> <li>mCLASS Vocabulary Screener</li> </ul>



## Accommodations

mCLASS with DIBELS 8th Edition is a tool used to assess the developing reading skills of all students who are learning to read, except for: a) students who are deaf; b) students who have fluency or oral motor speech disabilities (e.g., oral apraxia); c) students who are learning to read in a language other than English or Spanish; and d) students with severe disabilities. Use of mCLASS with DIBELS 8th Edition and TRC is appropriate for all other students, including those in special education for whom reading connected text is an Individualized Education Program (IEP) goal. For students receiving special education, it may be necessary to adjust goals and timelines, use out-of-grade materials for progress monitoring, and provide accommodations as part of the administration. (See Kaminski et al. (2007) for a deeper discussion on the use of DIBELS® for diverse learners.)

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their proficiency in the core early literacy skill areas.

Approved accommodations for the mCLASS assessments are unlikely to change how the assessment functions. Scores can be reported and interpreted as official when approved accommodations are used. Approved accommodations should only be used when necessary to provide an accurate assessment of student skills. The assessments should be administered and scored according to standardized criteria whenever possible.

Approved Accommodations	LNF	PSF	NWF	WRF	ORF	Maze
Quiet setting for testing	X	X	X	X	X	X
Breaks in between measures	X	X	X	X	X	X
Assistive technology (e.g., hearing aids, assistive listening devices, glasses)	X	X	X	X	X	X
Enlarged student materials	X		X	X	X	X
Colored overlays, filters, or lighting adjustments	X		X	X	X	X
Marker or ruler for tracking	X		X	X	X	X

The following accommodations are **not approved**. Use of these accommodations would cause scores to be invalid.

- The use of a computer for typing responses to written items
- Reading directions for written items aloud to the student
- Extended time to complete assessment



## English Learners

In order to meet the requirements for promotion through Pathway 2 with the screening assessment, the student must be able to meet the end-of-year 3<sup>rd</sup>-grade target in English.

## Grade Level Targets

The following descriptors are provided by Amplify to assist in interpreting student scores. For more in-depth explanation, please refer to the DIBELS 8 Technical Manual provided by the publisher.

Students scoring between the 21<sup>st</sup> percentile and the 40<sup>th</sup> percentile are considered to be at some risk for not meeting grade-level expectations. Students scoring at or below the 20<sup>th</sup> percentile are considered to be at high risk for not meeting grade-level expectations.

First, second, or third grade students who meet the end-of-year third grade-level target score are eligible for promotion to fourth grade. **For DIBELS 8, students must have a composite score of 442 to meet this option.**

According to state statute 70 O.S. § 1210.508C(1)(1), “after a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or guardian of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.”

The scores listed on the following chart are the composite scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations, and should be placed on an Individualize Program of Reading Instruction (IPRI).**



		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	248	332	378
	Below Benchmark	263	348	402
	<b>At Benchmark</b>	<b>284</b>	<b>365</b>	<b>415</b>
1 <sup>st</sup> grade	Well Below Benchmark	317	364	415
	Below Benchmark	325	374	428
	<b>At Benchmark</b>	<b>331</b>	<b>382</b>	<b>440</b>
2 <sup>nd</sup> grade	Well Below Benchmark	302	358	402
	Below Benchmark	314	377	427
	<b>At Benchmark</b>	<b>328</b>	<b>390</b>	<b>444</b>
3 <sup>rd</sup> grade	Well Below Benchmark	299	355	407
	Below Benchmark	317	376	426
	<b>At Benchmark</b>	<b>330</b>	<b>392</b>	<b>442</b>
4 <sup>th</sup> grade	Well Below Benchmark	297	359	396
	Below Benchmark	315	386	425
	<b>At Benchmark</b>	<b>331</b>	<b>407</b>	<b>440</b>
5 <sup>th</sup> grade	Well Below Benchmark	297	356	412
	Below Benchmark	317	375	432
	<b>At Benchmark</b>	<b>332</b>	<b>391</b>	<b>448</b>