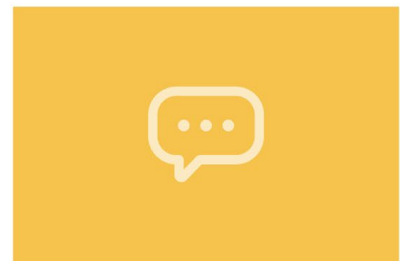


Amplify.

mCLASS with DIBELS 8th Edition and Lectura

Early Literacy Assessment Tool (ELAT)

mCLASS®



Teacher administered, digitally scored

- **Efficient** and precise
- **Rapid** progress monitoring & MTSS
- **Granular** instructional data
- **Instant** scoring, groupings, and lessons
- **Actionable** reports for teachers, leaders, and caregivers



DIBELS 8th Edition

One minute measures

Consistent measures across all benchmarks (weighted based on developmental appropriateness)

Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Letter Naming Fluency	✓	✓			
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓	✓	✓	
Oral Reading Fluency		✓	✓	✓	✓
Maze (Basic Comprehension)			✓	✓	✓

Gating rules save time and focus on instructional value

DIBELS 8th Edition: Additional Measures

Additional screening measures are available at no cost for schools participating in ELAT.



Measure	K	1	2-3	4-6
mCLASS Spelling	✓*	✓	✓	
mCLASS RAN	✓	✓	✓	
mCLASS Vocabulary	✓	✓	✓	

**Administration begins at MOY.*

Interim *and* Diagnostic

Middle of Year									
Grade 1 Last Name, First Name	Composite Goal 389	Letter Names LNF Goal 57	Phonemic Awareness PSF Goal 43	Letter Sounds NWF-CLS Goal 52	Decoding NWF-WRC Goal 14	Word Reading WRF Goal 17	Reading Accuracy ORF-Accu Goal 87%	Reading Fluency ORF Goal 21	
Alli, Sameer	363 Well Below	38 Well Below	29 Well Below	33 Well Below	0 Well Below	2 Well Below	18% Well Below	2 Well Below	
Archer, Aiden	425 Above	Tested Out	Tested Out	85 Above	29 Above	30 Benchmark	98% Benchmark	54 Benchmark	
Bernal, Ana	400 Benchmark	66 Benchmark	56 Benchmark	74 Benchmark	25 Benchmark	18 Benchmark	75% Below	15 Below	
Brown, Emmi	385 Below	56 Below	49 Benchmark	54 Benchmark	18 Benchmark	14 Below	64% Below	9 Well Below	
Clover, Thomas	392 Benchmark	57 Benchmark	55 Benchmark	54 Benchmark	18 Benchmark	16 Below	92% Benchmark	24 Benchmark	
Collins, Noah	403 Benchmark	66 Benchmark	56 Benchmark	72 Benchmark	24 Benchmark	27 Benchmark	83% Below	20 Below	
Crane, Lia	377 Below	63 Benchmark	39 Below	52 Benchmark	0 Well Below	3 Well Below	17% Well Below	2 Well Below	

Emmi Brown

Group(s):

 Reading words with more complex patterns

Emmi can read words with simpler patterns fluently. Emmi needs to work on reviewing more complex letter combination spellings and on blending words with those complex letter combinations. Build fluency reading words with complex letter combinations.

Observed patterns

☐ Accurate but slow ⓘ

Letter Names LNF

☐ Segments all but beginning blends ⓘ

Phonemic Awareness PSF

☐ Segments all but ending blends ⓘ

Phonemic Awareness PSF

☐ Segments words with two to three phonemes ⓘ

Phonemic Awareness PSF

☐ Makes random errors ⓘ

Letter Sounds NWF-CLS

☐ Difficulty reading words with long vowel sounds ⓘ

Word Reading WRF

Spanish

mCLASS Lectura



Measures cover foundational skills, respective of language

DIBELS 8th Edition

Skill	Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Letter Names	Letter Naming Fluency	✓	✓			
Phonological Awareness	Phonemic Segmentation Fluency	✓	✓			
Alphabetic Principle and Decoding	Nonsense Word Fluency	✓	✓	✓	✓	
	Word Reading Fluency	✓	✓	✓	✓	
Fluency	Oral Reading Fluency		✓	✓	✓	✓
Comprehension	Maze (Basic Comprehension)			✓	✓	✓

Lectura*

Letter Names	Fluidez en nombrar letras	✓	✓			
Phonological Awareness	Fluidez en la segmentación de sílabas	✓	✓			
Alphabetic Principle and Decoding	Fluidez en los sonidos de letras	✓	✓			
	Fluidez en los sonidos de sílabas	✓	✓			
	Fluidez en las palabras	✓	✓	✓	✓	
Fluency	Fluidez en la lectura oral		✓	✓	✓	✓
Comprehension	¿Cuál palabra?			✓	✓	✓

*Optional measures: ¿Qué queda? in K-2, ¿Cuál palabra? in G1.

Asset-driven reporting and instruction

Side by side view of his Spanish and English skills

Instructional guidance

Gabriel's Biliteracy Journey

Name

Archuleta, Gabriel

Benavidez, Daniel

Campos, Sophia

Carvajal, Alexander

Delao, Camilla

Desilva, Christian

Diaz, Eduardo

Escalera, Javier

Esquivel, Jennifer

Gray, Jose

Maroto, Luciana

Montreal, Sergio

Morgan, Joselyn

Ocampo, Rosa

Pascua, Luis

Rojas, Mariana

Ruiz, Andres

Thomas, Miguel

Vega, Angel

Zendejas, Josephine

Grade 1

How to read Dual Language details

Beginning of Year

Middle of Year

End of Year

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	Phonological Awareness	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	15 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	37 Benchmark	33 Benchmark	20 Below	87% Benchmark	42 Below

Supporting Gabriel's Biliteracy Development

Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

Cross-Linguistic Transfer: Phonological Awareness

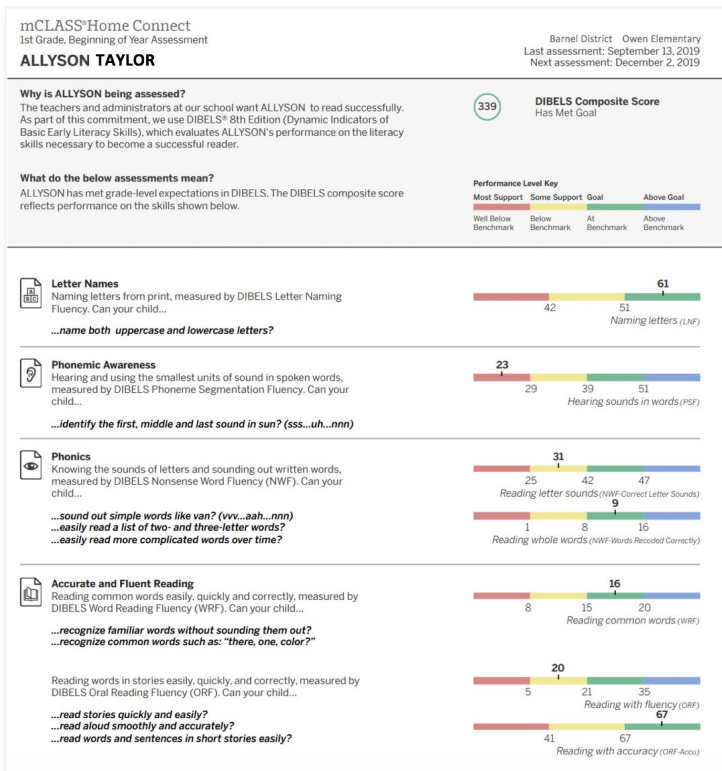
Letter Sounds and Decoding

Gabriel has strong skills in phonics in Spanish (letter sound correspondence and blending sounds into syllables) and needs to build letter sound and decoding skills in English. During instruction, consider cross-language transfer: sounds and letter combinations that are transferable (e.g., m, s, t) and non-transferable (e.g., r, rr, ñ) from Spanish to English. Highlight sounds and letter combinations present and not present in the child's native language. Include extra modeling and examples of words that include the sounds and letter combinations. During instruction, use words with meanings the student understands so the focus can be on alphabetic principle and basic phonics.

Scaffold: For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English (e.g., English-only digraphs such as sh and th).

Cross-Linguistic Transfer: Letter Sounds and Decoding

mCLASS DIBELS 8 and Lectura Home Connect letters, available in English and Spanish

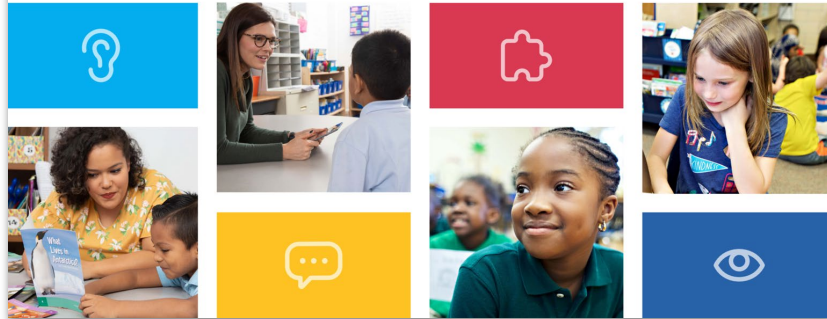


Teacher and Admin Reports

mCLASS® & mCLASS Español

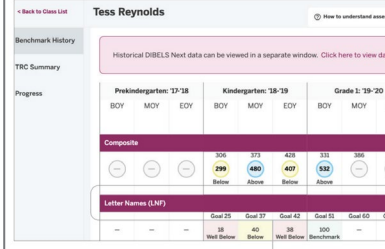
Reporting Guide

DIBELS® 8th Edition and mCLASS Lectura



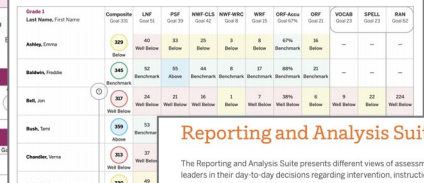
Performance History

Teachers can review a timeline of each student's mCLASS results from Kindergarten through Grade 6. These results can be used for RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports), IEP (Individualized Education Plan), parent meetings, and other documentation needs.



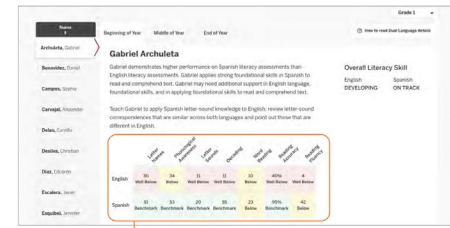
Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results for the Dyslexia Screening Measures (Vocabulary, Spelling, Rapid Automated Naming). A risk indicator icon marks which students are at risk.



Dual language report: Overview

View your students' English and Spanish literacy development across each of the critical foundational skills.



Educators receive side-by-side reporting of skills in both languages.

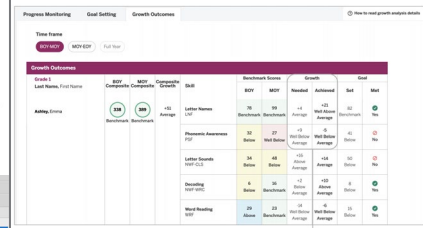
Reporting and Analysis Suite

The Reporting and Analysis Suite presents different views of assessment results to help support school leaders in their day-to-day decisions regarding intervention, instruction, and resource allocation.

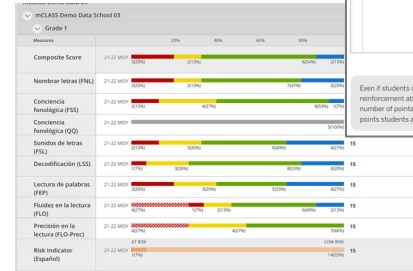


Growth Outcomes

Teachers and interventionists can see each student's actual growth achieved and how it compares to the goal that was set for the student.



Even if students did not meet the goal, teachers can offer positive reinforcement about the growth they made by comparing the number of points needed to reach the goal with the number of points students actually achieved.



ELAT

Requirements, Enrollment,
Materials



Before we begin... did you know?

Amplify.

Hello Colorado teachers and leaders!

We're excited to continue to support Early Literacy Assessment
Tool (ELAT) schools in Colorado!

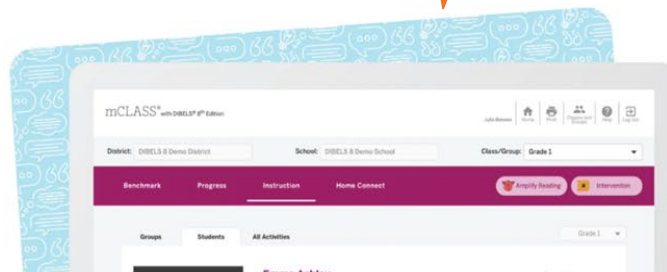
Stay in the know! **Download the Amplify News Brief** for important
ELAT information on how Amplify is here to help you.

Schools that participate in ELAT will receive the following
mCLASS® tools and supports:

(updated in July)!

We have a
website!

[www.amplify.com
/colorado](http://www.amplify.com/colorado)



Amplify.

What is included in ELAT?

Included in ELAT

- mCLASS for interim and diagnostic assessment + Progress monitoring + Instruction, K-3
- New DIBELS 8th Edition Kits
- Implementation Support
- Professional Development for K-3

Available for Purchase

- 4-6 mCLASS licenses
- Boost Reading
- mCLASS Intervention
- mCLASS Math
- CKLA curriculum
- Additional local PD

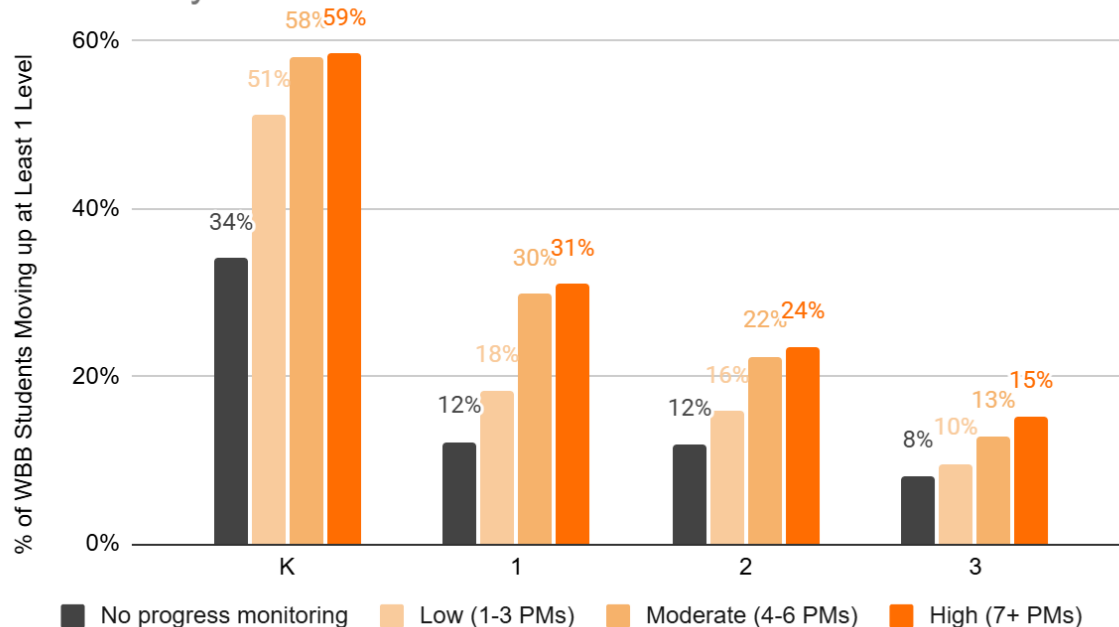
ELAT Communications

- The **primary contact** for the project and will receive emails and updates and is responsible for communicating ELAT requirements and updates to the schools listed in their application including:
 - The **request for application** requirements
 - **Sharing all communications** with admin and teachers such as program updates, newsletters, reminders and checklists
 - Professional Development **scheduling and logistics**
 - Confirm assessment of all K-3 students using mCLASS DIBELS 8th Edition and/or mCLASS Lectura are **completed with composite scores** at the three designated benchmark periods
 - Ensure progress monitoring is on track and completed in accordance with ELAT assurances

24-25 ELAT Progress Monitoring and Performance, K-3

In ELAT schools, students who scored Well Below Benchmark at BOY, who are in need of intervention, and who receive progress monitoring with fidelity are more likely to exit the Well Below Benchmark category at MOY, than those monitored less frequently or not at all.

PM Fidelity and Evidence of Successful Intervention



mCLASS Benchmark Windows and Progress Monitoring

- **Beginning of year (BOY)** -
 - Kindergarten consideration: HB15-1323 provides flexibility in the BOY benchmark window for kindergarten. The interim READ assessment (mCLASS D8 and/or mCLASS Lectura) may be administered within the first 60 calendar days to inform or replace the literacy component of the kindergarten school readiness assessment requirements ().
- **Middle of Year (MOY)** - Select a two-week window between December 1st – December 19th OR January 5th – January 23rd. (dates need to be before winter break OR after winter break.)
- **End of Year (EOY)** - Select a two-week window between April 20th – May 22nd.

Progress Monitoring: Students scoring **Well Below Benchmark** must be progress monitored every 7-10 instructional days and, students scoring **Below Benchmark** must be progress monitored every 10-12 instructional days.

Enrollment and Licensing

- Each district has an enrollment person that is responsible for getting the students and staff into the system
 - Attend a [webinar](#)
- Digital Onboarding Page (sent in June)
 - Select method of enrollment
 -
 - Materials address for new participating schools
 - Input Benchmark Windows
- Visit our [start here guide](#) for all enrollment needs!



Enrollment and Licensing email and support



Greetings,

You're receiving this email because **granting access to your Amplify digital products has been paused**. We're missing critical information. Avoid delays by visiting the Digital Onboarding Page to ensure all required fields are filled out and submitted. If you have a colleague who can assist in providing this information, add them through the Digital Onboarding Page.

[Submit my digital onboarding information](#)

We cannot process your order until this information is provided and appreciate your immediate attention.

Need help? Contact our customer support team at help@amplify.com.

- **Attend a live webinar:** [Register now](#) to join our series of live onboarding webinars hosted by experts to gain practical knowledge and insights for a smooth integration with Amplify technology.
- **Check your inbox:** Customized emails will arrive in your inbox with step-by-step instructions for each stage of the process. Timely task completion and information submission are vital to achieving on-time access.
- **Take the self-paced onboarding course:** Get familiar with all phases of the onboarding process and access useful tools, at your own pace.
- **Visit the digital onboarding hub at start.amplify.com:** Find helpful articles, videos, and events to support your onboarding journey, right at your fingertips.
- Email help@amplify.com or [Carolyn Mulloy](#) for additional support

Materials

- 2 components:
 - DIBELS 8th Edition
 - mCLASS Lectura
- Each schools participating receives a one time shipment of **1 kit per school, per grade K-3**
- Sites can [download testing materials](#), as needed or email westsalessupport@amplify.com to purchase additional materials

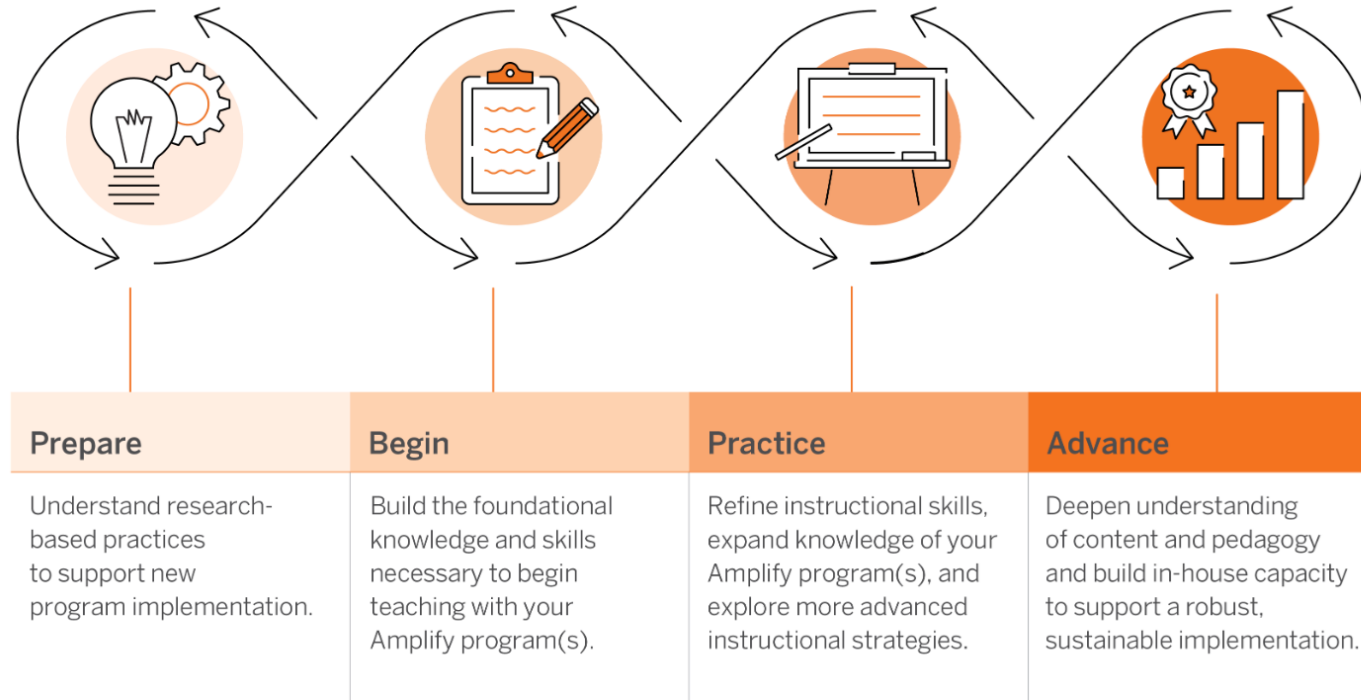


ELAT

Professional Development



The Professional Development Journey



Professional Development Requirements

- Ensure teachers or designated local trainers attend all **required** face-to-face trainings and webinar trainings.
 - Administration and Instruction for new schools
 - Administration and Scoring or Assessment Fidelity for year two schools
 - Optional for schools beyond year two
- Ensure local trainers have training time with teachers at their school(s) to implement what they have been trained on in their sessions.
 - School based or District based coaches and/or other specialist
- Ensure school and instructional leaders attend face-to-face full-day trainings and/or webinar trainings as scheduled throughout the year.
 - Principals, Coaches and/or other school and district leaders

Training Sessions

Session	Time	Audience
Administration and Instruction (DIBELS 8 and/or Lectura)*	6 hours	Schools and teachers new to DIBELS 8 and/or Lectura *Required for new schools
mCLASS DIBELS 8th Ed + Lectura Administration & Instruction	6 hours	Schools and teachers new to DIBELS 8 and Lectura
Administration and Scoring (DIBELS 8 and/or Lectura)*	3 hours	Teachers who need a refresher or a few teachers new to DIBELS 8 or Lectura who work in a building that is experienced with DIBELS 8 or Lectura *Required for year two schools
Assessment and Fidelity For Teachers	1 hour	Teachers who may need a refresher on one or two measures

Coaching and Strengthening Topics

~Session length varies

Strengthening Sessions

- Creating a data-driven classroom for teachers (3 hours)
- Building a data-driven culture for leaders (3 hours)
- Assessing with fidelity for teachers (1 hour)
- Reporting and instruction basics for teachers (1 hour)
- Progress monitoring for teachers (1 hour)
- Goal setting and growth outcomes for teachers (1 hour)
- Reporting basics for leaders for teachers (1 hour)

Coaching Sessions

- Additional Measures (3 hours)
 - Two hours of content and one hour of school choice
- Using Amplify Data to Build Strong Readers (3 hours)
- Digging Deeper: Providing explicit interventions to support struggling readers (3 hours)
 - Two hours of content and one hour of school choice
- Individualized Coaching

New Sessions (Just for Colorado)

Additional Measures:

During this session teachers will learn how to administer the additional measures. These measures are required to have the reading difficulties including dyslexia designation show up on the teacher reports

Digging Deeper: Providing explicit interventions to support struggling readers:

During this session teachers will concentrate on students who are not making growth. They will review zones of growth and concentrate of supporting students across the school day

Using Amplify Data to Build Strong Readers:

During this session participants will discover the connections between The Science of Reading and the mCLASS DIBELS 8 measures.

More information will be available to register for these sessions in the Fall

Additional Measures

The Additional Measures identify risk for reading difficulties, including dyslexia

- **Additional Measures**
 - **mCLASS Spelling:** Understand students' level of general spelling skills
 - **mCLASS RAN:** Identify issues with retrieval of phonological processing
 - Available for any student
 - No need to "turn on" but teachers will need to assign
- Designation included on the Home Connect letter

Additional measures by grade level

Measure	K	1	2-3	4-6
mCLASS Spelling	✓*	✓	✓	
mCLASS RAN	✓	✓	✓	
mCLASS Vocabulary	✓	✓	✓	

**Administration begins at MOY.*

Vocabulary is an additional measure but is not a measure that designates reading difficulties including dyslexia

Risk indicator

DIBELS Composite Score and RAN

Beginning of Year													
Grade 1	Last Name, First Name	Composite	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing
		Goal 330	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
		!											
	Ali, Sameer	302 Well Below	6 Well Below	10 Well Below	2 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below



Risk indicator

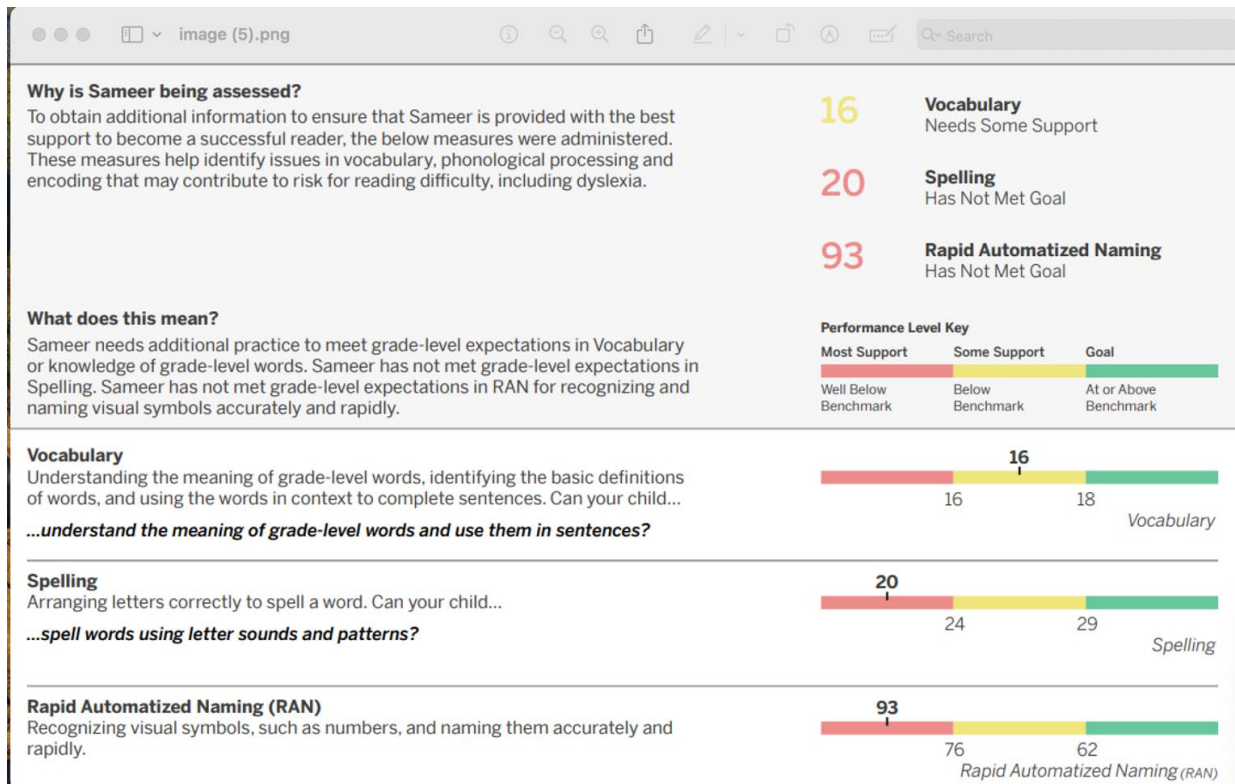
DIBELS Composite Score and Spelling

Beginning of Year		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing
Grade 1	Composite	LNF	PSF	NWF-CLS	NWF-WRC	WRF	ORF-Accu	ORF	OL	VOCAB	SPELL	RAN
Last Name, First Name	Goal 330	Goal 42	Goal 31	Goal 30	Goal 5	Goal 12	Goal 67%	Goal 10	Goal 17	Goal 18	Goal 29	Goal 62
Crane, Lia	309 Well Below	14 Well Below	9 Well Below	15 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	12 Well Below	11 Well Below	22 Well Below	67 Below



Home Connect Letters

What do parents see related to the additional measures?



Administering the additional measures from DIBELS 8

1



Before

- Prepare to administer the assessment
- Determine the threshold for administering the additional measures
- Determine which of the additional measures will be given for each grade level including kindergarten

2



During

- Administer the additional measures to students who meet the designated threshold

3



After

- Review the results with school/district specialist and parents
- Assess additional data points (school based decision)
- Use the DIBELS 8 assessment and the additional measures to determine the appropriate intervention for students

Requesting Professional Development

- ELAT Professional Development website
 - Access using the QR code
 - Complete the appropriate survey located on the website

Questions

Kim Ballantyne

PD Strategist

kballantyne@amplify.com



Get to know your ELAT support!

Carolyn Mulloy

Director, Customer Success
cmulloy@amplify.com

Kim Ballantyne

Professional Development,
Strategist
kballantyne@amplify.com

Monty Lammers

Senior Account Executive
mlammers@amplify.com

Megan Rogers

ELAT Project Manager
elat@cde.state.co.us

Additional Support

- Website with support resources - amplify.com/colorado
- Professional Development
- Amplify Live Chat and Pedagogical Helpdesk



