

Understanding Your Child's mClass Assessments

What is mCLASS?

mCLASS is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.

What skills are measured? These combined tests help teachers determine how students are performing on the important reading skills that children **must** develop in order to become proficient readers. These skills are:

Grade Level Assessed	Skills Identified by Test
Grade K	Letter Naming Fluency (LNF)—ability to recognize and name capital and lowercase letters of the alphabet
Grades K-1	First Sound Fluency (FSF)—ability to isolate and pronounce the first sound in spoken words
Grades K-1	Phonemic Segmentation Fluency (PSF)-ability to separate words into their sequence of individual sounds
Grades K-2	Nonsense Word Fluency (NWF)— ability to identify complete letter sounds (CLS) and blend letter sounds in whole words read (WWR)
Grades 1-5	Dynamic Oral Reading Fluency (DORF)- ability to read connected text fluently and with accuracy in order to retell a passage
Grades 3-5	DIBELS Maze (DAZE)—ability to construct meaning from text using word recognition skills to measure the reasoning processes that constitute comprehension.
Grades K-5	Text Reading Comprehension (TRC)—ability to accurately and fluently read connected text in order to comprehend oral questions and answer written response questions

How are students assessed? Teachers gather this data by administering the TRC and specific DIBELS assessments to grade levels three times a year--fall, winter, and spring. This school-wide testing is called a "benchmark assessment". All but one of these assessments are administered individually and the program calculates scores and levels of proficiency based on the data provided.

How will the results be used? The program disaggregates the data; provides individualized assessment information about each student's reading progress; and tracks the student's progress during the school year. A student's scores give information about whether the student is on track for grade-level reading success. Teachers make decisions about instruction using the data for each student. School personnel may also regularly check (bi-monthly/monthly) on the progress of students who receive extra reading help to make sure their skills are improving. Tracking the progress of students is called "progress monitoring."

For more information on the mCLASS assessment program, download the [mCLASS Reading3d Brochure](#)

DIBELS-The following are sub-tests of this part of the mCLASS assessment:

Letter Naming Fluency (LNF) - Students are asked to read lowercase and capital letters of the alphabet in random order. This assessment is timed and proficiency is determined based on the number of letters identified correctly in one minute. Red boxed letters mean the wrong letter name was said. A green box with an 'sc' in the corner means that the student self-corrected their mistake. They may have said "k" and then realized they made a mistake and then said "x." The grey line means that the whole line was skipped. It is important that students follow along with their pointer finger when they read so they can track correctly. The blue bracket indicates the last letter read before the timer was up.



First Sound Fluency (FSF)- Students are given one minute to say each initial phoneme or initial consonant blend they hear in a single syllable spoken word. If the student does not respond within 3 seconds on a word, this is counted as "missed". It is important that students say the first sound they hear in the word, not the letter name. *What's the first sound you hear in the word, "snail"?*



Phonemic Segmentation Fluency (PSF) - Students are asked to say the appropriate sound of the letter. This assessment is timed and proficiency is determined based on the number of sounds correctly said in one minute. Sounds that are blended (two or more sounds that are said/pronounced as one) are marked as one sound. An example of this is shown in the picture. This student blended the sound /m/ and /ie/ therefore, the blue line underneath the sounds combined the /m/ and /ie/ sounds telling the program that these two sounds were read as one. An individual line under an individual sound means that the student read the one sound as a single sound. The green box with the 'sc' in the corner means the student "self-corrected."



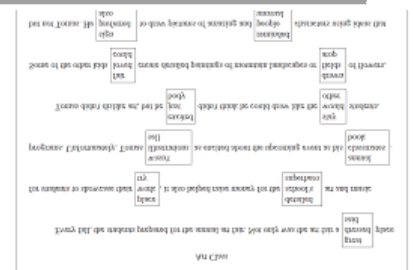
Non-sense Word Fluency (NWF) - Students are given a list of "non-sense" words to read. They are told if they can't read the whole word, they should say any sound they know. The sounds are recorded under *CLS* and any whole words that the student is able to read are counted under the *WWR*. This assessment is also timed and students are given one minute. The students have three seconds to identify and say the sound/word. If students are able to read the whole word for all of the words they get to, the program still gives them credit for the three sounds that were used to make-up the word. The non-sense words are consonant-vowel-consonant (CVC) words that always have short vowels sounds in the middle.



Dynamic Oral Reading Fluency (DORF) – Students are given 3 passages with one minute to read each. It assesses a student's ability to read connected text fluently and with accuracy. Then students are asked to retell a passage to assess comprehension. Students can self-correct words as marked in green with "SC" as shown here. Students are marked in red for words that are read incorrectly; substitution of a word; omitted words; hesitation of more than 3 seconds for a word; words read out of order; and words that are sounded out but not read as a whole word. If a student skips a row, a line is drawn through the entire row and counted the omitted words as errors.



DIBELS maze comprehension task (Daze)- Students are administered this measure in whole group as they are asked to read a passage silently. It assesses the ability to construct meaning from text using word-recognition skills, background information and prior knowledge. In the passage, every 7th word (approximately) is blank, with a maze of options (3 possible word choices for the blank). One of the words in the maze is always correct, and the other two are incorrect. Daze requires students to choose the correct word as they read the passage. They are given 3 minutes to work on this task. The score is the number of correct words circled minus half of the number of incorrect words circled.



TRC

The following are parts of this mCLASS assessment:

Print Concepts (PC) measures the knowledge of basic print concepts. Students who score 12 or fewer on the list beside are marked as frustrational (FRU); however if students score 13 or more correct, they are marked as independent (IND), and then they are prompted to begin an assessment of Reading Behaviors.

[Print Concepts and Reading Behaviors \(SPANISH\)](#)

Reading Behaviors (RB) measures the knowledge of basic support behaviors for literacy development. Students who score 4 or fewer are frustrational (FRU); however students who score 5 or 6 are marked as independent (IND), and then they are prompted to read a level B book. The concept of maintaining a language pattern refers to the student using repetition for the last few pages he or she reads. The student may point inaccurately during 1:1 matching but still get credit for maintaining the language pattern.

Word Recognition (WR) measures the ability to accumulate a reading vocabulary of high-frequency words. There are three word lists that students must show mastery if they are reading on book levels A-E. Students are allowed to self-correct, but if they hesitate more than 3 seconds, it is counted "incorrect". Click on the following link for the [Word Recognition Lists](#) that you can practice at home.

TRC Reading Levels F-U measures reading comprehension through a few different activities or portions of the assessment. The child is first told the title of the book and a general statement is read to the student stating what the book is about. The student is then prompted to look through the pictures in the book. Next, the student **reads aloud the book** to the teacher. While the student reads the book, the teacher follows along on the iPad and any mistakes that are made are coded. Mistakes include substituting a different word, pronouncing the word incorrectly, not knowing the word, only saying a portion of the word, or skipping over a word and not reading it, just to name a few. After the student reads the book they are asked to answer five **oral comprehension** questions. These questions usually require students to make predictions, summarize the beginning, middle or end of the story, clarify which character was associated with a specific action, and give an opinion as to why a certain event happened in the story (this should show reasoning and interpretation). Download this link to find the [TRC Oral Question Stems](#) that you can practice asking your student at home.

The last piece in the TRC is the **written comprehension** (only for levels F-U). Depending on the level of the book, students are asked a written comprehension questions. Students are allowed to use the book to help them answer the questions. They may go back to the text and look for the answer or locate details from the text that can further support their answer. The comprehension questions are graded using a 0-3 rating scale based on the answers provided in the mClass assessment manual. Students must pass the written comprehension in order to be considered proficient and in order to move to the next reading level. Download this link to view the [TRC Written Response Question Stems](#) that you can practice having your students write about their reading at home.

Print Concepts

Goal: 13 out of 16

- Cover: Front of Book
- Print Contains Message
- Directionality: Beginning, L to R, Return Sweep
- 1:1 Match
- Meaning of a Period (.)
- First and Last Parts of a Sentence.
- Matching Upper and Lower Case letters
- Frames One and Two Letters
- Frames One and Two Words
- Frames First and Last Letters of a Word
- Frames a Capital Letter

Reading Behaviors

Goal: 5 out of 6

- Indicate Title
- Matches Words 1:1
- Left-Right Directionality
- Return Sweep
- Maintains Language Pattern
- Uses Picture Support

WR | List B

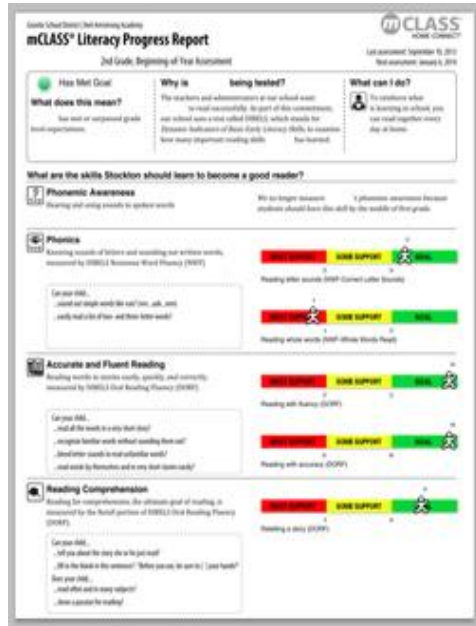
got	✓	✗	nr
his	✓	✗	nr
with	✓	✗	nr
she	✓	✗	nr
for	✓	✗	nr
have	✓	✗	nr

p.2 Hi. My name is Lisa. I am ^{always} almost eight • years old. I'm in ^{the} second grade.

When I was * little, I had a (stuffed) rabbit. I took her everywhere with me.

Cancel FRU 1:21 Done

Home Connect mClass Letters



Home connect letters are sent home at BOY, MOY, and EOY. These letters help to explain where your student is, what his/her strengths are and areas for improvements. The letter is two pages. The second page provides activities that your student would benefit from doing at home on a regular basis. The scores are indicated by the icon of the running child. The placement of the running child indicates where your student is, and the level of support they require. The color of their TRC level indicates their proficiency in reading comprehension (accuracy, fluency, oral comprehension and written comprehension). The colors are associated with proficiency levels. The **green** section means your child is on grade level/proficient for that particular skill/category. The **yellow** section means your child is below grade level and did not meet proficiency. This means they need more support than the regular instruction and small group sessions provide. The **red** sections indicates a very strong need for intervention. This section means that your student is far below grade level and proficiency and is struggling. The **blue** section (not shown in the picture, but is shown on your child's home connect letter) indicates that your student is above grade level based on their TRC reading comprehension.

Benchmark Goals

Use the chart below to help gauge how close to grade level your student scored on each benchmark time of the year (fall-BOY; winter-MOY, and spring-EOY). The reading levels listed are TRC goals for each grade level. These goals align with Wake County standards for proficiency guidelines. For more information about what each reading level looks like, please download this link [Reading Levels A-U](#) and look for some of these titles at your local library as you practice some skills associated with each text level. Remember your child should be reading nightly with a book aligned to his/her reading level sent home by the classroom teacher.

TRC Benchmark Goals

Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB to B	C	D
Grade 1	D	G to H	J to K
Grade 2	J to K	L	M to N
Grade 3	M to N	O	P to Q
Grade 4	P to Q	R to S	S to T
Grade 5	S to T	T to U	U