

Blackford County Schools
mClass Reading 3-D Assessments
(K-2)

Blackford County Schools will use the mClass Reading 3-D Assessments to monitor and improve the reading of our K-2 students. Teachers are expected to complete the following steps with fidelity.

Coach/Teacher

1. Administer Text Reading and Comprehension (TRC) Benchmark Assessment (K-2):

Where possible the TRC Benchmarks (BOY, MOY, and EOY) will be administered by the **Coach**. This provides greater fidelity in testing administration resulting in more reliable data.

2. Administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark Assessment (K-2):

The DIBELS Benchmarks (BOY, MOY, and EOY) will be administered by the **Classroom Teacher**.

3. Group Students (K-2):

The mClass program will manually group students based upon their performance on the Benchmark Assessment and according to their area of need. This information will assist the classroom teachers with cluster grouping for the reading block and reading intervention sessions. Additionally the information will help the classroom teacher determine the students in need of additional (Tier 2) instruction.

To group your students, go to the “**Now What?**” button in the top right hand corner of your screen. Click and select “**Small Group Advisor**.” Near the top of the next screen you will have the option of selecting the “**Grouping Attributes**” which will allow you to group students based upon their performance of the different measures for example, (DORF Fluency, TRC, etc.). Once you determine the attributes select the “**Group**” button. If you have several different groups, you may select the “**Tidy**” option to help consolidate groups. You also have the option of manually creating groups by dragging students.

4. Plan Instruction (K-2):

Once you have your students clustered into groups, DIBELS provides a wealth of small group strategies that can be implemented within the 90 minute reading block or during Tier 2 time. In the top right-hand corner of each group (see group student instructions above) is a gray box. When you click on the gray box, you will receive a number of activities specifically designed to assist the students within that group. Click on the blue text (link) on the right side of the screen to view the activity.

5. Administer Progress Monitor Assessment (K-2):

The purpose of progress monitoring assessment is to gain data from which you can change instruction based on that information. You must alter your instruction and provide direct instruction in the deficit areas ***based upon our DIBELS Next data.*** (See Chart on next page)

mClass Progress Monitoring Guidelines

| | Red | Yellow | Green |
|--------------------------|---|---|--|
| Dibels NEXT (K-2) | Once every 2 weeks | Every 3 weeks | Progress monitor TRC See Chart Below |
| TRC (K-2) | If DIBELS is Green – Every 3 weeks (TRC) If DIBELS is red or yellow, then progress monitor in DIBELS only* | If DIBELS is Green – Every 4 weeks (TRC) If DIBELS is red or yellow, then progress monitor in DIBELS only* | If DIBELS is Green – Every 5 weeks (TRC) |

***NOTE: 2nd Grade Teachers-** If a student's TRC Benchmark Level is "F" or higher then progress monitoring should be completed for TRC only.

Common Questions:

How many assessments must I progress monitor?

You must progress monitor students in the lowest Reading assessment between Dibels NEXT and TRC. In other words you will progress at minimum of one assessment if the student is red or yellow in either assessment.

What do I progress monitor if the student is Red or Yellow in Dibels Next and TRC?

Progress monitor in Dibels NEXT- Students need to master the phonological items before comprehension.

***NOTE: 2nd Grade Teachers-** If a student's TRC Benchmark Level is "F" or higher then progress monitoring should be completed for TRC only.

What should I do if a student is above the aim line for three consecutive progress monitoring cycles?

Suspend progress monitoring for that skill and start progress monitoring the next skill in which the student demonstrated the greatest need based on the benchmark data. For example, if a first grader was red/yellow in Letter Naming Fluency (LNF) and Phoneme Segmentation Fluency (PSF), but is above the aim line three times in a row during progress monitoring of LNF, then for the next progress monitoring assess PSF.

When can I progress monitor?

When your students are independently engaged in an activity

Ex: As your students build independent stamina during the 90 minute reading block you can pull a student during their station work. You are also free to pull students during other times when the class is able to work independently (GRP block, Read/Write block, etc.). Please try to use Tier 2 and Math blocks for instruction and not assessments.