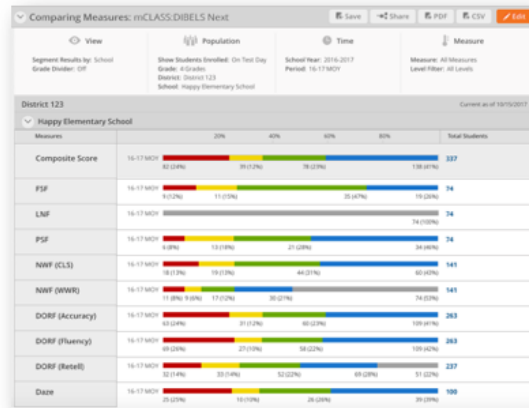


mCLASS Reporting and Analysis Suite (RAS)

What is it?

RAS is a reporting system which allows you to:

- Access views of aggregate data
- Analyze data to make informed decisions



Amplify.

PARAPHRASE:

- The mCLASS Reporting and Analysis Suite, or RAS, provides access to various views of aggregate data.
- These reports CLICK allow you to drill from the state level to the student level to see views of data across districts, schools, teachers, and individual classes.
- CLICK they help **you** analyze data so you can make informed decisions about students and instruction.

mCLASS Reporting and Analysis Suite

Who uses it?

Educators with Full and System level access

- District/Program leaders
- Principals/School leaders
- Literacy/Math coaches



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PARAPHRASE:

- The Reporting and Analysis Suite is accessible to full and system level mCLASS users.
 - Generally, RAS is used by district officials, program leaders, principals, school leaders, literacy, and math coaches.
- Teachers usually do not have access to RAS. Teachers **do** have access, however, to the classroom reports on mCLASS:Home.

mCLASS Reporting and Analysis Suite

Score Reports

How are students performing?



Comparing Populations



Comparing Measures



Correlation

Fidelity Reports

Are Benchmark and Progress Monitoring assessments being completed with fidelity?



Benchmark Completion



Progress Monitoring Fidelity

PARAPHRASE:

- The Reporting and Analysis Suite provides information in two categories.
- CLICK Score reports display data on student performance. These reports can assist in planning for additional resources, providing additional support for teachers in need, and determining the effectiveness of instruction at your school.
- CLICK Fidelity reports help determine fidelity at your school to Benchmark and Progress Monitoring guidelines.

Report Templates

Score Reports



Comparing
Populations



Comparing
Measures



Correlation

Fidelity Reports



Progress Monitoring
Fidelity



Benchmark
Completion

Amplify.

PARAPHRASE:

- Let's preview what each of these reports can tell you.

Comparing Populations Report



What is the performance of various populations (grades, schools, demographics)?



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PARAPHRASE:

- The Comparing Populations report can help you answer questions like: “What is the performance of various populations of students, such as by grade and by school?” because it compares the performance of different populations on a single measure or indicator.

Comparing Measures Report



What are instructional areas of strength or weakness?

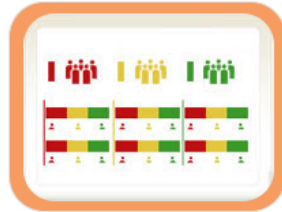


Amplify.

PARAPHRASE:

- The Comparing Measures report can help you answer questions like: “What are instructional areas of strength or weakness?” because it compares how students have performed on various assessment measures.

Correlation Report



How effective have teachers or grade levels or entire schools been at moving students between performance levels?



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PARAPHRASE:

- The Correlation report can help you answer questions like, “How effective have teachers or grade levels or entire schools been at moving students between performance levels?” because it compares student performance from one time of year to another, or between two measures at the same time period.

Benchmark Completion Report



Have all students
completed Benchmark
assessments?

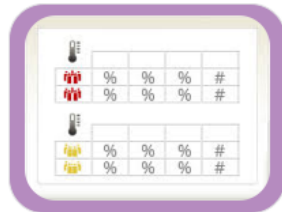


Amplify.

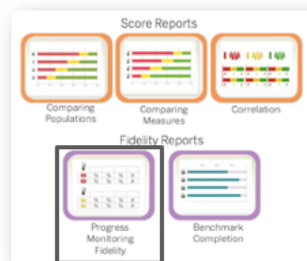
PARAPHRASE:

- The Benchmark Completion report can help you answer questions like, "Have all students completed Benchmark assessments?"

Progress Monitoring Fidelity Report



Have all students who require Progress Monitoring been assessed at the recommended rate?



Amplify.

PARAPHRASE:

- The Progress Monitoring Fidelity report can help you answer questions like: "Have all students who require progress monitoring been assessed at the recommended rate?" because it shows which students have been progress monitored at the recommended rate.

Best Practices

Score Reports

- All reports after Benchmark window
- Correlation after MOY and EOY



Comparing Populations



Comparing Measures



Correlation

Fidelity Reports

- Benchmark Completion 3-5x/week during window and at the close of the window
- Progress Monitoring Fidelity every 2 weeks



Benchmark Completion



Progress Monitoring Fidelity

PARAPHRASE:

- As an Instructional Leader, you will soon discover the best way to use these reports based on your school needs.
- Here are some suggestions for how often these reports should be run and at what times of year.
 - CLICK Score reports should be generated right after the close of the benchmark assessment window. Viewing these reports soon after the benchmark window closes will allow you to see how the students in your school are performing and if the instruction is meeting the needs of all students.
 - Another reason for viewing these reports soon after the close of the window will allow you think about what adjustments should be made to instruction and/or resources in between assessment windows.
- CLICK The Correlation reports are helpful to run at MOY and at EOY so that you can compare multiple assessment windows.
 - Note that these reports can also be run at BOY if you want to compare data from the previous year.
- CLICK It is recommended that you run the Benchmark Completion report at least 3-5 times per week during the benchmark assessment window. Running this report frequently can help ensure that all students are assessed during the window. You will also be able to check-in with teachers who may be behind on their benchmark assessment.
- CLICK Progress Monitoring Fidelity reports should be run every 2 weeks. This is because the students most in need of instructional support will be progress monitored every 1 to 2 weeks. Keeping an eye on the fidelity of progress monitoring will help ensure

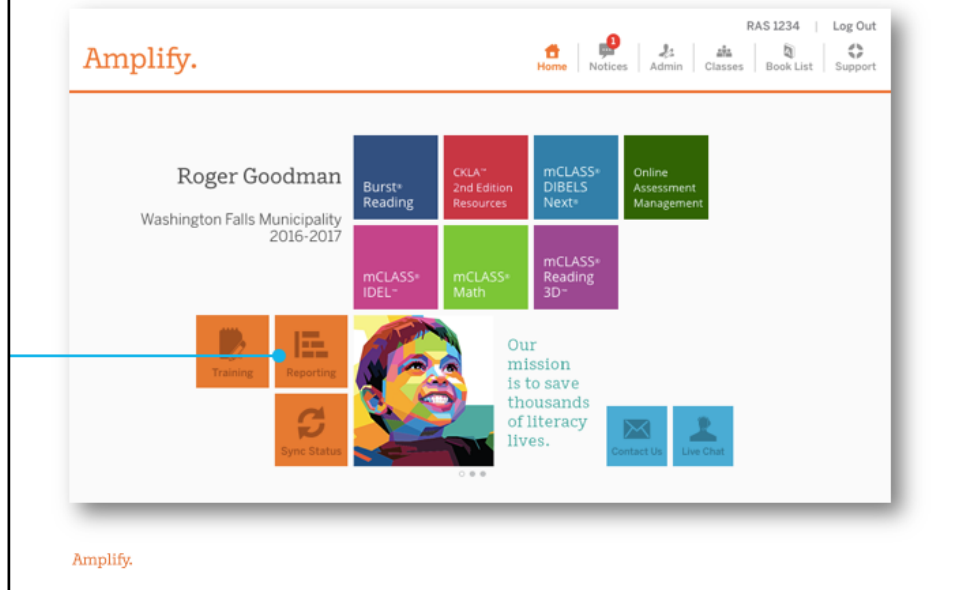
those students are receiving the support they need and also if any teachers require any additional resources to help maintain fidelity.



PARAPHRASE:

- To access the Reporting and Analysis Suite, go to www.mclasshome.com and enter your mCLASS username and password.

Home Page



PARAPHRASE:

- CLICK Click the orange **Reporting** tile.

My Reports

Amplify. Reporting

Home

Notices

Admin

Classes

Book List

Support

RAS 1234 | Log Out

My Reports

My Dashboard

View My Data

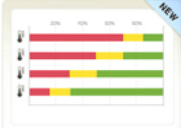
Help

PLEASE NOTE: The older version of the Reporting and Analysis Suite reports have been retired. To access your data using our new reports, click into the View My Data tab or visit [this page](#) for a brief overview of the new Reporting and Analysis Suite navigation and reports.

Show reports saved or sent to me during: 2017-2018


My Saved Reports

NEW



3D Measure Breakdown (Teacher) -
March 7, 2016
Description:
[Edit](#) | [Delete](#)

NEW



Benchmark 3rd day
Description: Questions about who's doing
this.
[Edit](#) | [Delete](#)

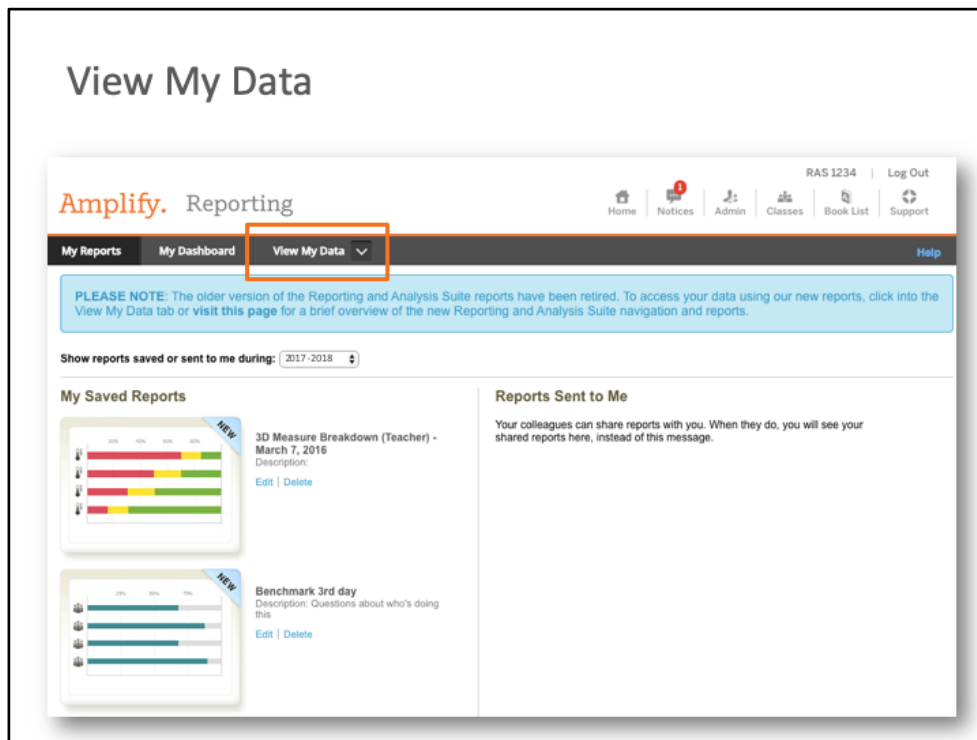
Reports Sent to Me

Your colleagues can share reports with you. When they do, you will see your shared reports here, instead of this message.

PARAPHRASE:

- The first page you see is the My Reports.
- CLICK Saved and sent reports appear here.

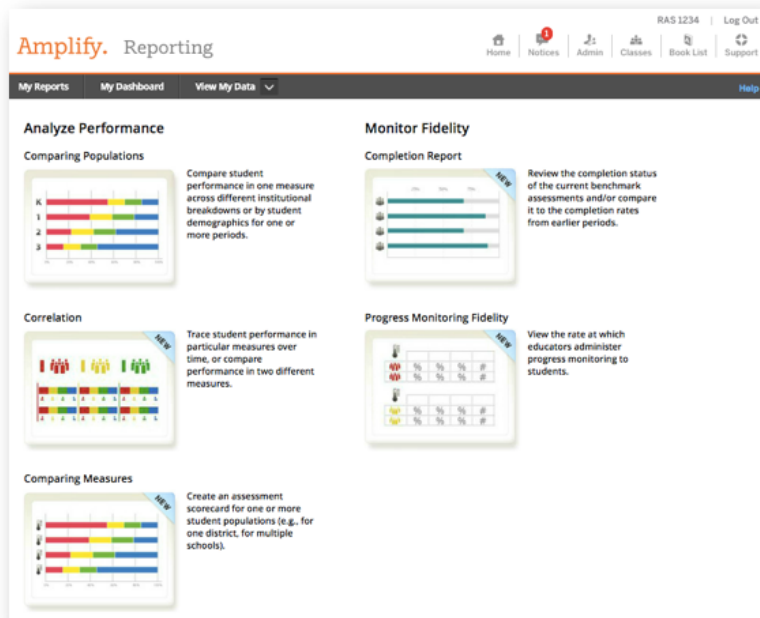
13



PARAPHRASE:

- Click **View my Data** and choose your assessment product from the drop-down menu.

Featured Reports



PARAPHRASE:

- Featured Reports are the one-click score and fidelity reports. These reports are based on commonly used parameters for each report type. They will load automatically with a starting set of filters.
- You can further customize these reports using the parameter settings.

Report Parameters

Completion: mCLASS:DIBELS Next

View

Segment Results by
Teacher

Grade Divider
Off

Population

Grade
All Grades

District
Training District

School
East School

Teacher
All Teachers

Time

School Year
2016-2017

Period
16-17 BOY

As Of
10/10/2016

Measure

Show Completion For
DIBELS Next

> Student Filters
Clear Filters

Cancel Update Report

Amplify.

PARAPHRASE:

- Educators can tailor these Score and Fidelity reports to specifically show data based on four elements: View, Population, Time, and Measure.
- CLICK **Population** selections determine what set or subset of students is represented in the report body.

Report Parameters

Completion: mCLASS:DIBELS Next

View

Segment Results by
Teacher

Grade Divider
Off

Population

Grade
All Grades

District
Training District

School
East School

Teacher
All Teachers

Time

School Year
2016-2017

Period
16-17 BOY

As Of
10/10/2016

Measure

Show Completion For
DIBELS Next

> Student Filters
Clear Filters

Cancel Update Report

Amplify.

PARAPHRASE:

- CLICK **Time** selections determine which school year and assessment periods are shown.

Report Parameters

Completion: mCLASS:DIBELS Next

View	Population	Time	Measure
Segment Results by <input type="text" value="Teacher"/>	Grade <input type="text" value="All Grades"/>	School Year <input type="text" value="2016-2017"/>	<div> Show Completion For <input type="text" value="DIBELS Next"/> </div>
Grade Divider <input type="text" value="Off"/>	District <input type="text" value="Training District"/>	Period <input type="text" value="16-17 BOY"/>	
	School <input type="text" value="East School"/>	As Of <input type="text" value="10/10/2016"/>	
<div> <input type="text" value="Teacher"/> <input type="text" value="All Teachers"/> </div>			

Amplify.

PARAPHRASE:

- CLICK **Measure** selections determine which assessment or combination of assessments is shown.

Report Parameters

▼ Completion: mCLASS:DIBELS Next

View	Population	Time	Measure
Segment Results by <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">Teacher</div> Grade Divider <div style="border: 1px solid #ccc; padding: 2px;">Off</div>	Grade <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">All Grades</div> District <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">Training District</div> School <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">East School</div> Teacher <div style="border: 1px solid #ccc; padding: 2px;">All Teachers</div>	School Year <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">2016-2017</div> Period <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">16-17 BOY</div> As Of <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;">10/10/2016</div>	Show Completion For <div style="border: 1px solid #ccc; padding: 2px;">DIBELS Next</div>

> Student Filters

[Clear Filters](#)

Cancel

Update Report

Amplify.

PARAPHRASE:

- CLICK And finally **View** selections set the scope of your report.
 - Segment Results selects the level of the student population that you want represented by each bar in the report body.
 - Turning On the Grade Divider separates the selected student population into the grades in which its students are enrolled.
- CLICK Student Filters are accessible by clicking the arrow below the parameters.

Student Filters

Student Filters Clear Filters

Custom Filters

BOY to MOY PM Rec BOY to MOY PM Rec - S... MOY to EOY PM Rec MOY to EOY PM Rec - Sp...
 Spanish BOY to MOY PM... Spanish MOY to EOY PM...

Standard Filters

Alternate Assessment Approved Accommodat... **Classed/Unclassed** Disability
 ELL Status Economically Disadvant... English Proficiency Gender
 Home Language Meal Status Migrant Race
 Section 504 Special Education Specific Disability Title 1

Cancel Update Report

Amplify.

PARAPHRASE:

- **CLICK** A number of Student Filters can be used to further narrow the scope of the report to reflect a specific demographic slice of the selected student population.
 - Student filters will only work for institutions that submit student demographic information with their student enrollment.
- **CLICK** Click the arrow to the left of Student Filters to expand this area and display the lists.
 - Click the arrow again to hide the Student Filters area.
- **CLICK** Clicking Clear Filters at the top right removes all the filters applied to the report when you update it.
- **CLICK** Click any list to view its filter values.
 - Lists with selected values display with orange labels.
- When applying student filters, keep in mind that filtering by multiple attributes may be so granular that your selections will not match any students.
 - In this case, an error message displays, and you should clear your filter selections by clicking Clear Filters or by clicking each list with orange text and clearing your selections from that list.
- **CLICK** If your institution worked with Amplify to create custom student demographics, they display above the standard filters shown here.

Comparing Populations Report



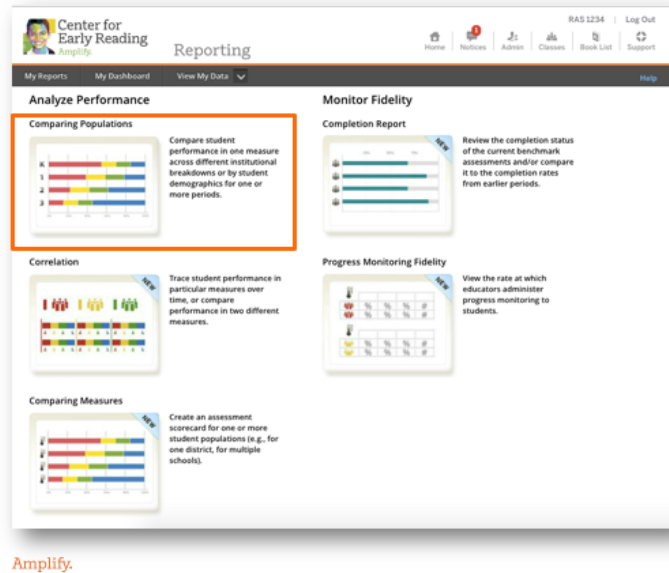
Ms. Halladay is the Principal at Birch Lane Elementary School.
She asks,



On which grade(s)
should resources be
focused?

Amplify.

Comparing Populations Report



PARAPHRASE:

- Ms. Halladay navigates in Amplify to the Comparing Populations report.
- This score report displays the performance of one or more student populations on a single assessment or assessment measure at one or more points in time.

Set Parameters

Comparing Populations mCLASS:DIBELS

View

Segment Results by

Grade

Population

Grade

All (PK - 12)

☐ All
☐ Grade Pre-K
☒ Grade K
☒ Grade 1
☒ Grade 2
☐ Grade 3
☐ Grade 4

Time

School Year

2016-2017

Measure

Measure

Composite Score

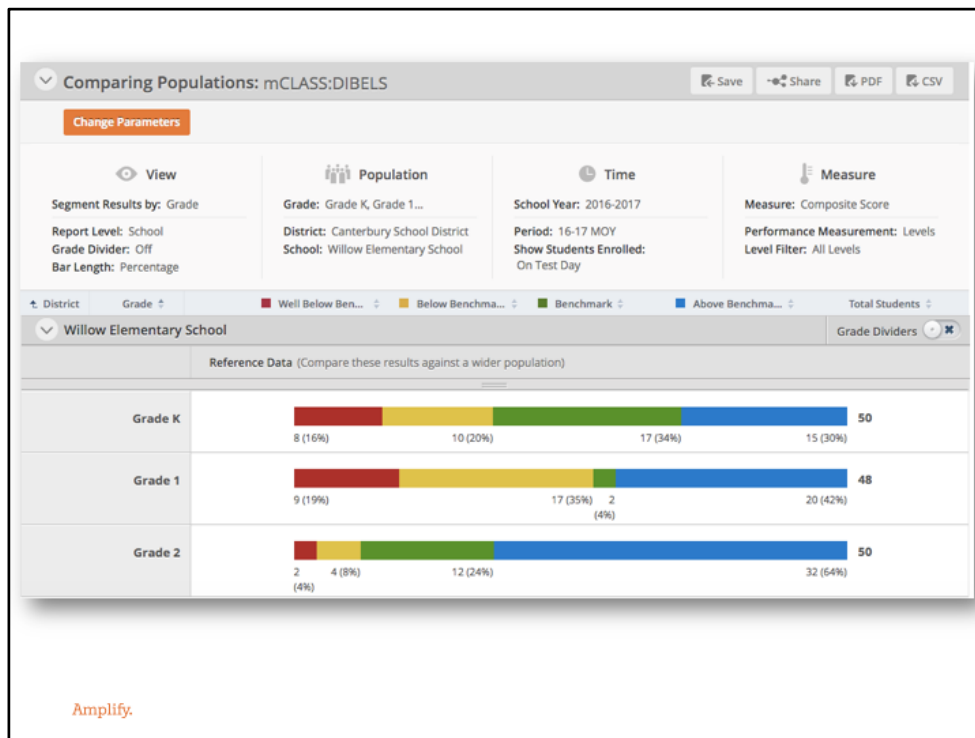
Student Filters

[View Report](#)

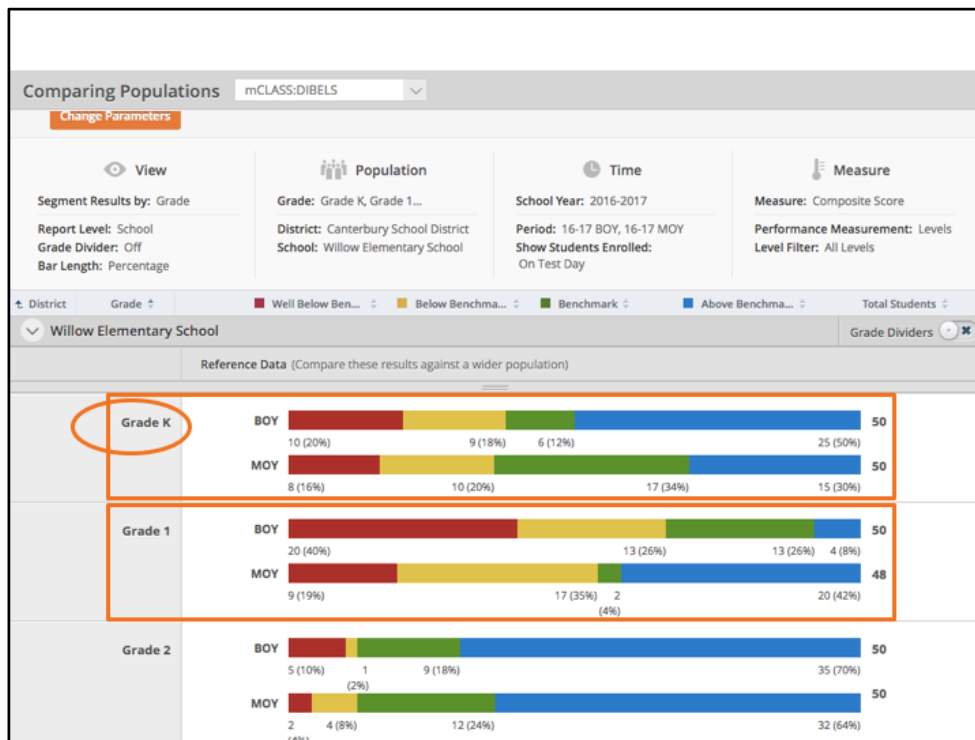
Amplify.

PARAPHRASE:

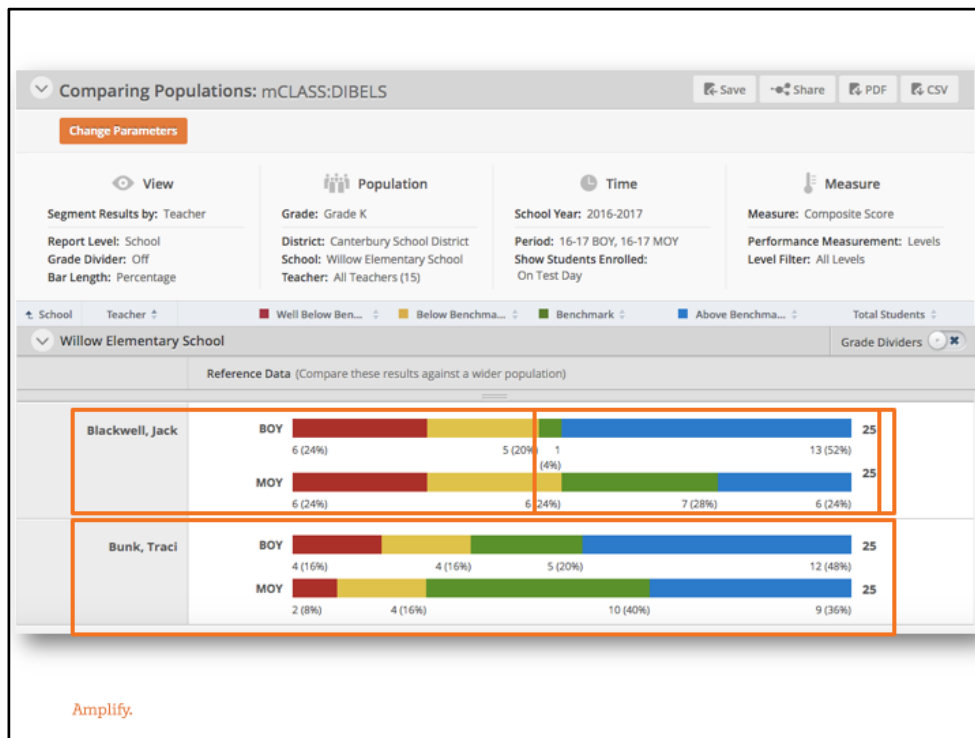
- The report will first ask her to set her parameters.
- Depending on the access level of a user, there will be different options under the “segment results” dropdown.
 - District-level administrators would see a report comparing schools, while Ms. Halladay can only see options for within her school.
- CLICK She wants to view Composite Score data for grades K-2 by grade, CLICK and she selects these options under the View and Population parameters.
- She then clicks the orange button View Report to load the report.



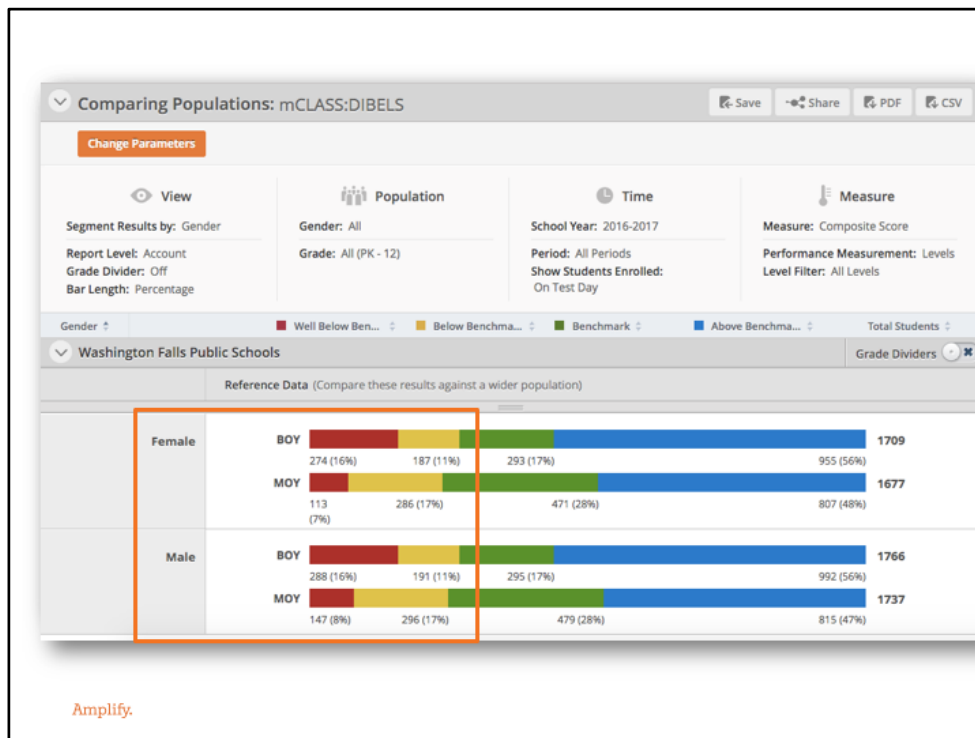
- She sees that at MOY, Grade 1 has the greatest number of students still Well Below Benchmark, or at red. She decides to expand her parameters to include BOY data to see if, since BOY, this represents an improvement or a decline in students reaching proficiency.



- She clicks on the orange Change Parameters Button.
- CLICK adds BOY scores by clicking the checkbox next to BOY under Time and under Period.
- CLICK Then she clicks the orange button Update Report to see her adjusted report.
- CLICK She notices that while it seemed before that Grade 1 had the most students in red, at 19%, the grade's teachers had been most effective of the three grades at moving students out of the Well Below Benchmark performance level; in fact, they'd cut their numbers by half! Whereas the Kindergarten teachers had only reduced their students at red by 2, or 4%.
- CLICK She decides to investigate further into Kindergarten, since she thinks the Grade 1 teachers have made such remarkable progress in the first part of the year.
- CLICK She clicks on the words "Grade K" to see the report now by Teacher.

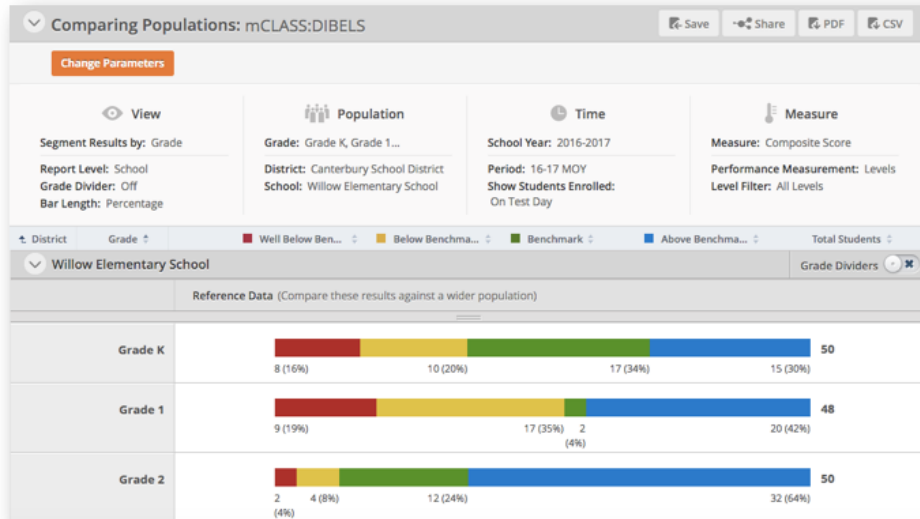


- In viewing the single data point, the DIBELS Next Composite Score, now by teacher, Ms. Halladay can see that the CLICK students of one teacher, Mr. Blackwell, didn't make any movement out of Well Below Benchmark. CLICK And in fact, even many of the students who started Above Benchmark fell to Benchmark.
- CLICK In the other K classroom, Ms. Bunk's room, there was more movement towards Green and Blue.
- Ms. Halladay knows now immediately on to focus her resources on the students with Mr. Blackwell.



- In another application of the Comparing Populations report, leaders at the district office have wondered if the schools in the district are addressing the needs of boys and girls equally.
- CLICK So a district data specialist runs the Comparing Populations Report, this time segmented by Gender.
- CLICK She sees that the data appear quite similar for boys and for girls, percentage wise. However, with more boys than girls in the school system, there do appear to be more boys than girls, 147 to 113, performing Well Below Benchmark at Middle of Year.

On which grade(s) should resources be focused?



Amplify.

PARAPHRASE:

- Let's think back to Ms. Halladay's essential question. She wanted to know on which grade(s) to focus resources.
- She determines that Grade K has the greatest need for resources/support, and especially the students with Mr. Blackwell.

Comparing Measures Report



Grade-level leaders at Happy Elementary School analyze data.

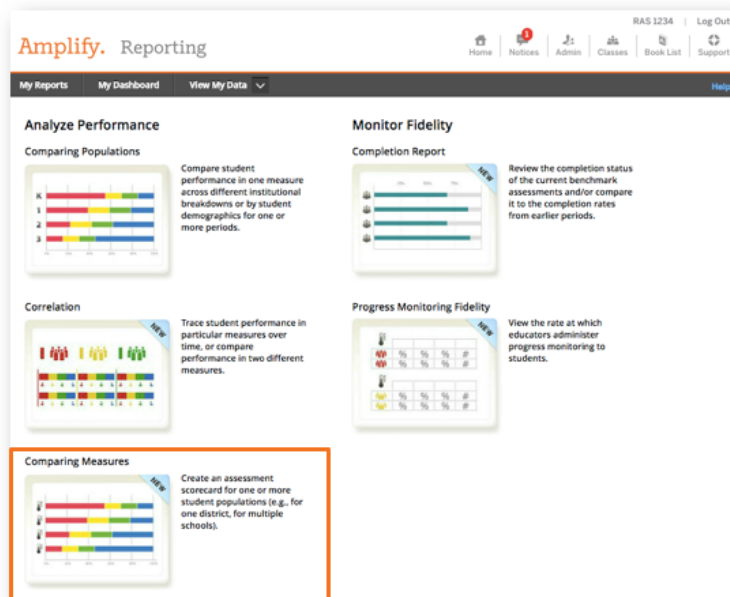
They ask,



Are we providing
enough
attention to
instruction in
all skill areas?

Amplify.

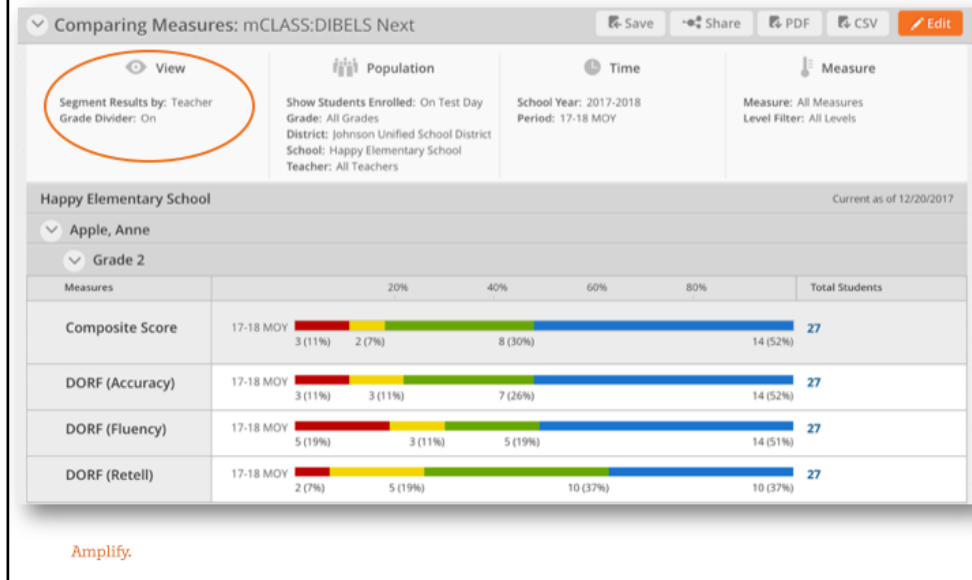
Comparing Measures Report



PARAPHRASE:

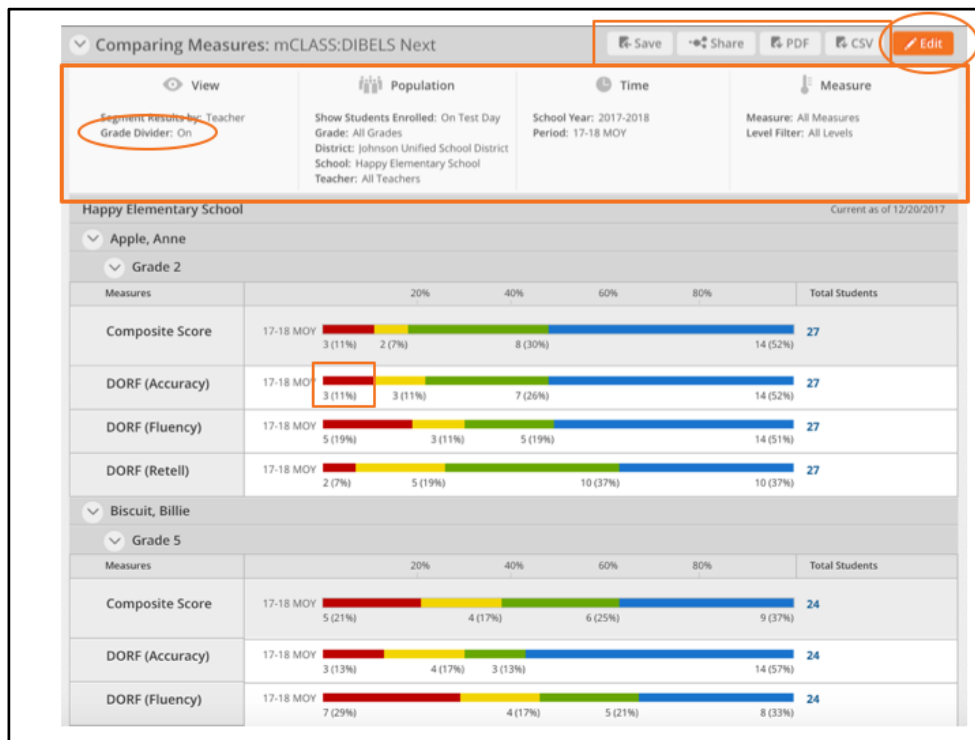
- The teachers navigate in Amplify to the Comparing Measures report for their grade.
- This score report compares assessment results for student populations across multiple measures.
- At a glance, they can see the number or percentage of students who have achieved a specific performance level or goal on each measure.

Comparing Measures Report



PARAPHRASE:

- The report opens to a specific comparison level in the report depending on your role:
 - District-level administrators see a report comparing schools.
 - CLICK School-level administrators see a report comparing student data by official teacher.



PARAPHRASE:

- The report presents data for Happy Elementary School at MOY in the 17 - 18 school year organized by teacher.
 - All measures and the most recent assessment period will display by default.
 - CLICK Since the "grade divider" is "on", a separate section displays for each grade with enrolled students in the selected student population.
- From this report page, you can:
 - CLICK Click any bar segment or the total number of students to view a list of the students it represents.
 - Save or share the report.
 - Create a PDF of the report.
 - CLICK Export a CSV file containing the report data.
 - CLICK Select Edit to make changes to any selections in the report banner.

Adjust Report Parameters

Comparing Measures: mCLASS:DIBELS Next

View

Segment Results by
Teacher

Grade Divider
Off

Population

Show Students Enrolled
☐ Now ☒ On Test Day

Grade
 All Grades
☒ All
☒ Grade Pre-K
☒ Grade K
☒ Grade 1
☒ Grade 2
☒ Grade 3

Time

School Year
2015-2016

Period
15-16 BOY

Measure

Measure
All Measures

Level Filter
All Levels

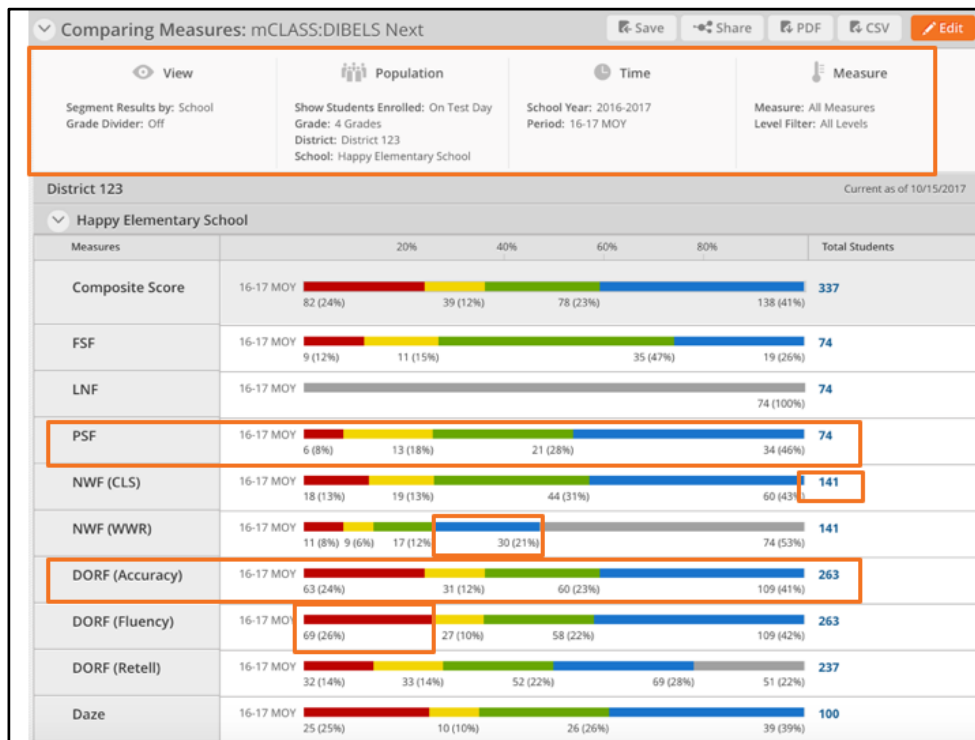
> Student Filters
Clear Filters

Cancel
Update Report

Amplify.

PARAPHRASE:

- After you click Edit, you'll see the options available in report banner to adjust the report based on a different view, population, time, or measure, or a subset of students filtered by demographic information.
- CLICK For example, here the teachers wish to change the Grade selection.
 - It is possible to select/deselect all grades at once using the ALL selection.
 - "On Test Day" maintains the students who were enrolled on the day the assessment was given. If the teachers change the selection to Now, it will show only students who are currently enrolled in the school, filtering out students who may have left. This feature is useful for schools with many transient students.
- CLICK Multiple years may be selected, and multiple periods from those years may be used.
- CLICK The teachers decide to turn OFF the Grade divider and select Update Report.



PARAPHRASE:

- Their adjusted report shows aggregate MOY data for the four grades, grades K-3, at Happy Elementary School.
- All of the measures are represented.
 - CLICK All students who were assessed in these measures are represented in the rows for each measure.
 - CLICK Click any bar segment or the total number of students to view a list of the students it represents.
 - CLICK The group decides to investigate into this groups, the students who scored Well Below Benchmark in DORF Fluency, so they click on this bar segment.

Student List

Student List

Amplify. Reporting

Home

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My Reports

My Dashboard

View My Data

Student List: mCLASS:DIBELS Next

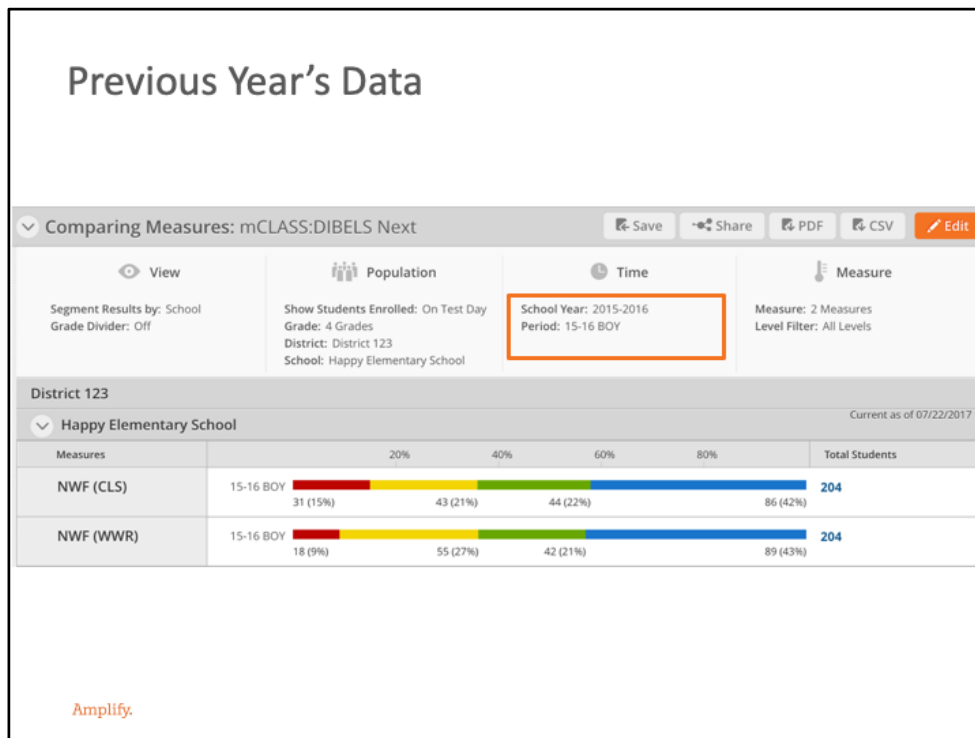
Excel

Student Name	Grade	Completion	mCLASS:DIBELS															Date	Date (Correct)	Date (Incorrect)
			Composite Score	PSF	LNf	PSF	NWF (CLS)	NWF (WWR)	DORF (Accuracy)	DORF (Fluency)	DORF (Retell)	DORF (Read Quality)	DORF (Errors)	Score	Score	Score				
Critchler, Chloe	1	✓	73				34	12	57	13	10	1	10							
Gorham, Easton	1	✓	81				42	13	57	12	17	2	9							
Lance, Rayan	1	✓	148				44	15	88	15			2							
Lesane, Robert	1	✓	101				27	9	75	15			5							
NolascoGarcia, Caroline	1	✓	101				43	13	65	13			7							
Paw, Paisley	1	✓	86				31	10	65	13	14	1	7							
Rushe, Alyssa	1	✓	9				9	0	0	0			14							
Wallace, Maliyah	1	✓	125				63	21	63	15			9							
Burkhalter, Serenity	2	✓	190						96	54	24	3	2							
Johnson, Hayden	2	✓	150						87	54	40	2	8							
Erickson, Teran	3	✓	235						97	67	3	2	2	8	12	8				
Fajardo, Porter	3	✓	220						96	50	1	2	2	13	15	5				
Gutierrez-Lopez, Aubrey	3	✓	236						97	64	3	2	2	9	11	5				
Howell, Seana	3	✓	347						98	65	3	2	1	26	26	1				
McKendree, Khloe	3	✓	248						95	60	25	3	3	14	16	4				
Rasmussen, Evan	3	✓	205						95	53	16	2	3	10	12	5				

Amplify.

PARAPHRASE:

- This student list shows results for all the students in grades K-3
 - CLICK who scored Well Below Benchmark for DORF Fluency at MOY.
- CLICK Download an excel spreadsheet displaying this data by using the excel download button on the top right.
- CLICK The teachers see that some of these students are also weak in DORF Accuracy, although not all.
 - CLICK A next step would be to look back at NWF scores to see if there was an unaddressed need in CVC decoding.
- CLICK Some students are highly accurate in their reading, but simply less fluent, so they will need targeted instruction in elements of fluency, like phrasing, expression, and speed.



- The teachers decide to run a report from the previous year and find that 9-15% of students had low NWF scores the previous year.
- It is likely that those students who are now in Grade 1 – 3 have needs in Alphabetic Principle and Blending needs that were not met.

Student Filters

Student Filters

Clear Filters

Assessed in All Periods

Classed/Unclassed

Gender

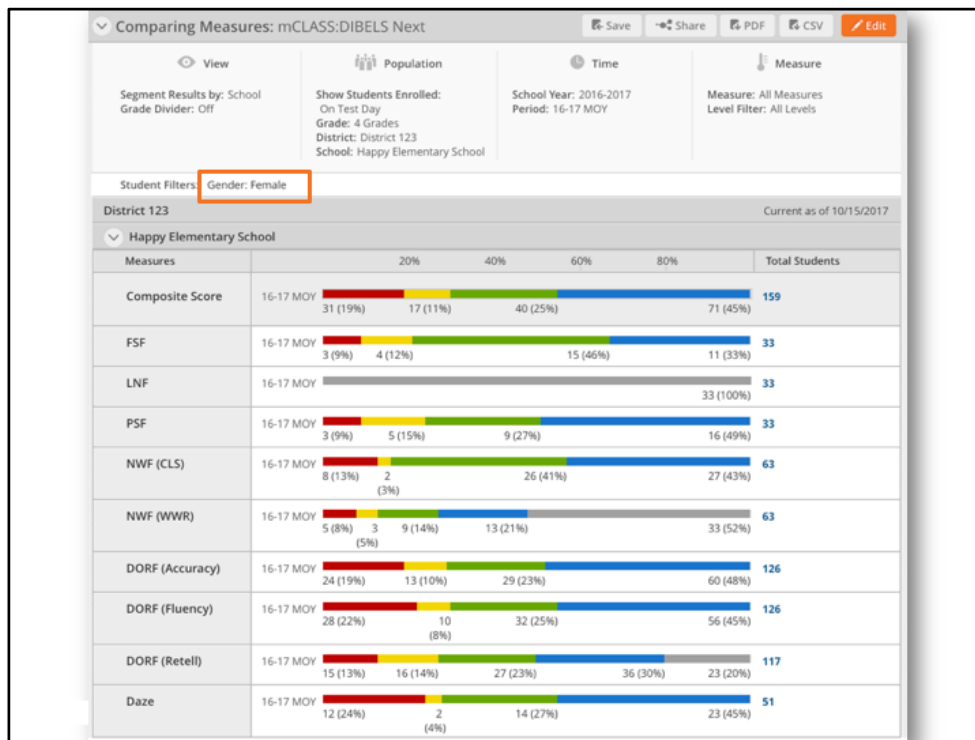
- ☒ Female
- ☐ Male
- ☐ Not Applicable
- ☐ Not Specified

Update Report

Amplify.

PARAPHRASE:

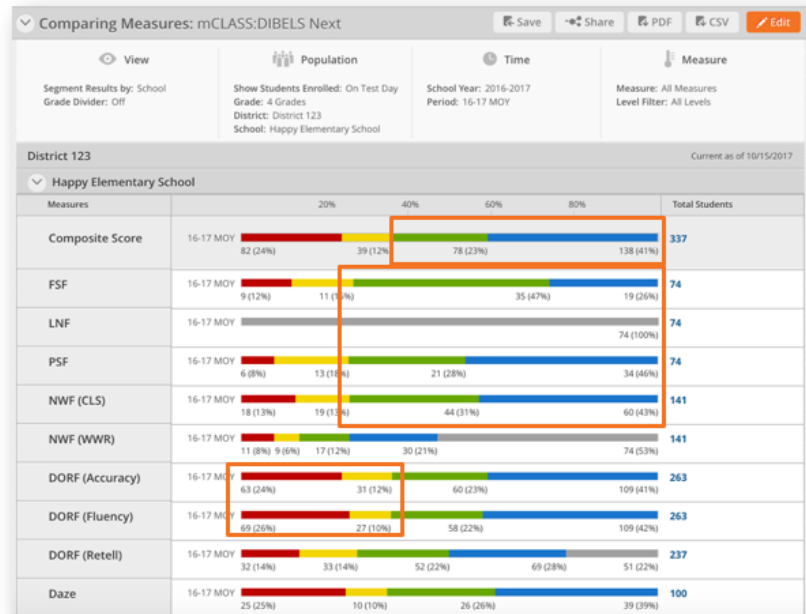
- Student filters for this report give you the option to report on a specific demographic group within your student population.
- When you use student filters, only the students matching the selected demographic values are represented in the report.
 - CLICK For example, if you select Female in the Gender filter, your report reflects only the students identified as female in their enrollment records.
 - CLICK Assessed in All Periods allows educators to see only those students assessed across multiple time periods--e.g., every TOY in a school year.
- CLICK Once you make your filter selections, click Update Report to view the report.



PARAPHRASE:

- This reports now shows data only for the female students in Grades K-3 at Happy Elementary.

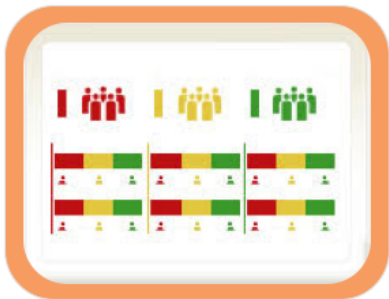
Are we providing enough attention to instruction in all skill areas?



PARAPHRASE:

- Let's think back to the Grade Level Leaders' question. They wanted to know if they are providing enough attention to instruction in all skill areas.
- Here are some observations we can make about this data:
 - CLICK How is the school doing overall? 64% of students have reached the Benchmark goal based on the Composite Score.
 - CLICK The strongest measures in which students are performing well are PSF, FSF, and NWF (CLS), so phonemic awareness and the alphabetic principle are relative strengths at this school.
 - CLICK DORF accuracy and fluency are relative areas of concern.
 - Students are strong in NWF (CLS), but may struggle with the advanced phonics found in DORF, which makes their accuracy scores lower and can affect fluency.

Correlation Report



Correlation Report

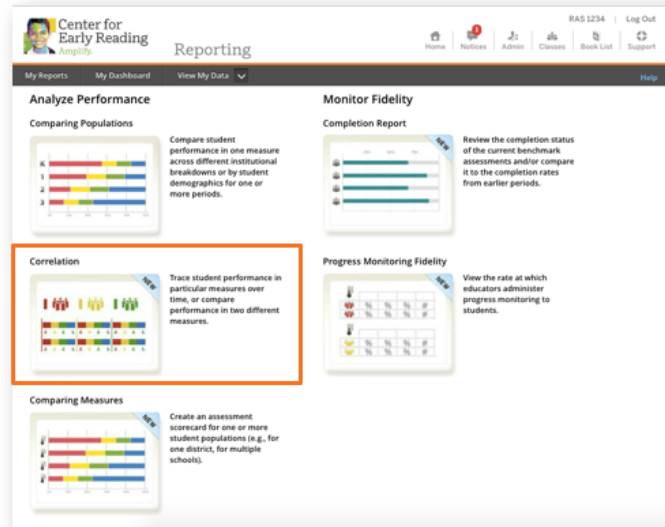
Mr. Romero is the assistant principal at Mountain Elementary School. He asks,

How effective have Kindergarten teachers been at moving students between performance levels?



Amplify.

Correlation Report



Amplify.

PARAPHRASE:

- Mr. Romero navigates in Amplify to the Correlation report.
- This score report tracks student performance over time on a specific measure, or can be used to compare student performance on two different measures.

PARAPHRASE:

- The report will auto populate with all assessment measures and default parameters.
- The key to interpreting this report is understanding what CLICK Measure 1 and CLICK Measure 2 represent, as these selections will determine the focus of his comparison.
- CLICK Both measures have four components:
 - The assessment is the Amplify product used to assess your students
 - The Measure is the overall Composite score or specific measure within the assessment
 - School Year is the year in which the assessment was conducted
 - Period is the benchmark assessment period in which the student results were captured
- Selecting the **same** Assessment and Measure and a different School Year and/or Period shows the number or percentage of students who improved, stayed the same, or regressed on that measure from one period to the next.
- CLICK Selecting **different** Assessments and/or Measures and the same School Year and Period indicates where correlations exist in student performance on the two different measures.

Adjust Report Parameters

Correlation

View

Segment Results by

Teacher

Grade Divider

Off

Display Data As

Percentage %

Head count #

Population

Show Students Enrolled

Now On Test Day

Grade

Grade K

District

Arcadia Public Schools

School

Mountain School

Teacher

16 Teachers

1 Measure 1

Assessment

DIBELS Next

Measure

Composite Score

School Year

2016-2017

Period

16-17 BOY

2 Measure 2

Assessment

DIBELS Next

Measure

Composite Score

School Year

2016-2017

Period

16-17 MOY

Student Filters

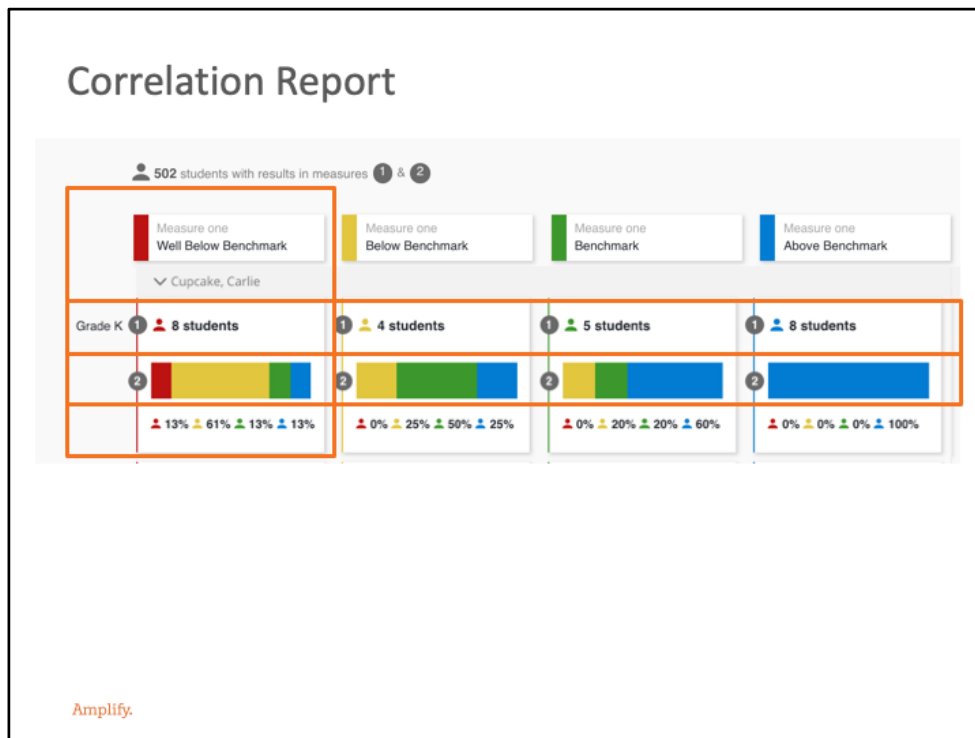
Clear Filters

Cancel Update Report

Amplify.

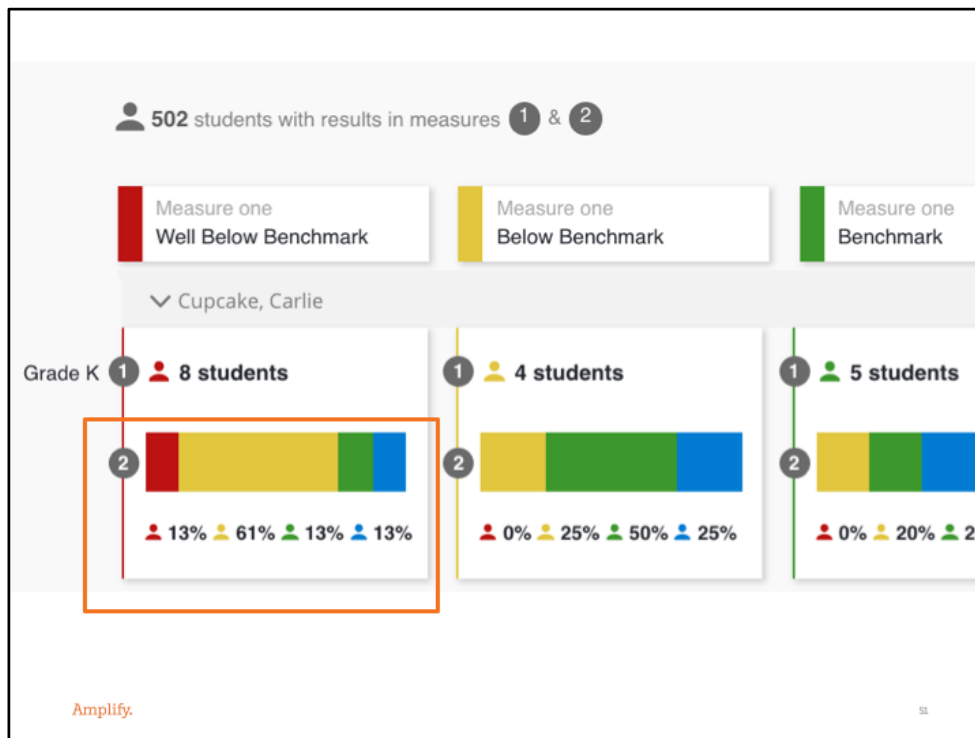
PARAPHRASE:

- Mr. Romero sets the report as shown:
 - CLICK Assessment: DIBELS Next
 - Measure: DIBELS Composite Score
 - School Year: 16-17
 - Period: 16-17 BOY and 16-17 MOY
- CLICK In addition, he limits the report to show only Kindergarten students at the Mountain school.
- CLICK The data is set to display as percentage (instead of head count.)



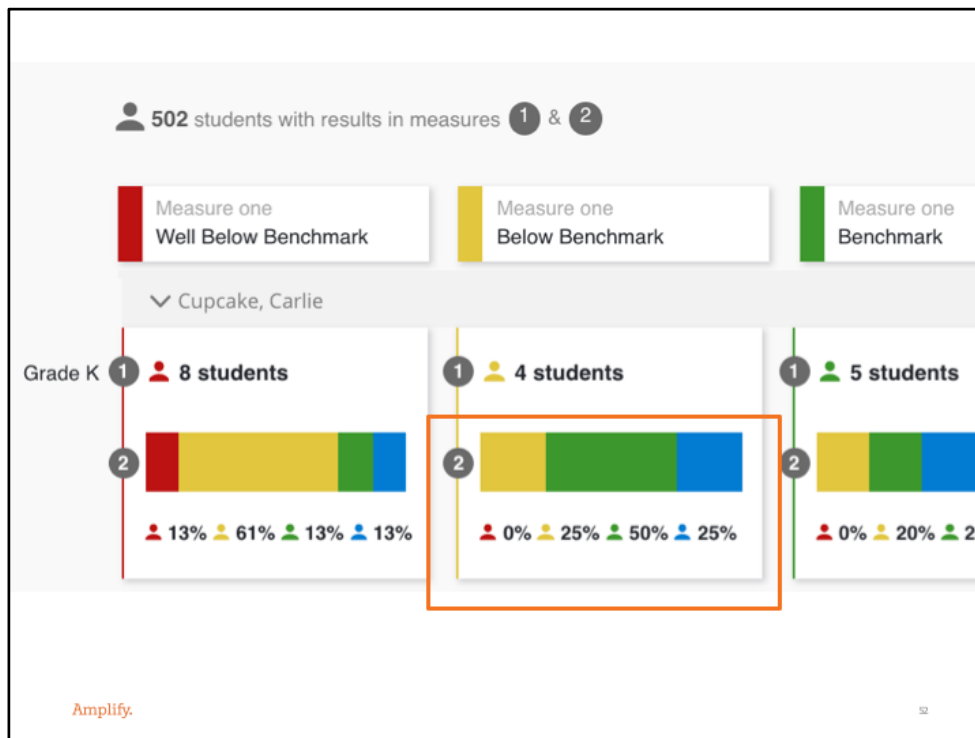
PARAPHRASE:

- Mr. Romero starts by looking at just one row of the report which represents one teacher/classroom.
- Each column represents students whose Composite Scores were assigned a performance level (red, yellow, green, or blue) at the beginning of the 2016-2017 school year (Measure 1).
- CLICK He can see the number of students at that performance level to the right of the 1.
- CLICK The bar to the right of the 2 represents those same students; the different colors on the bar indicate the performance level assigned to their Composite Scores from the middle of the year (Measure 2). This helps him see the movement students made within each performance level from the beginning to the middle of the year.
- He can click on any bar within the report to see a list of students within each proficiency level.



PARAPHRASE:

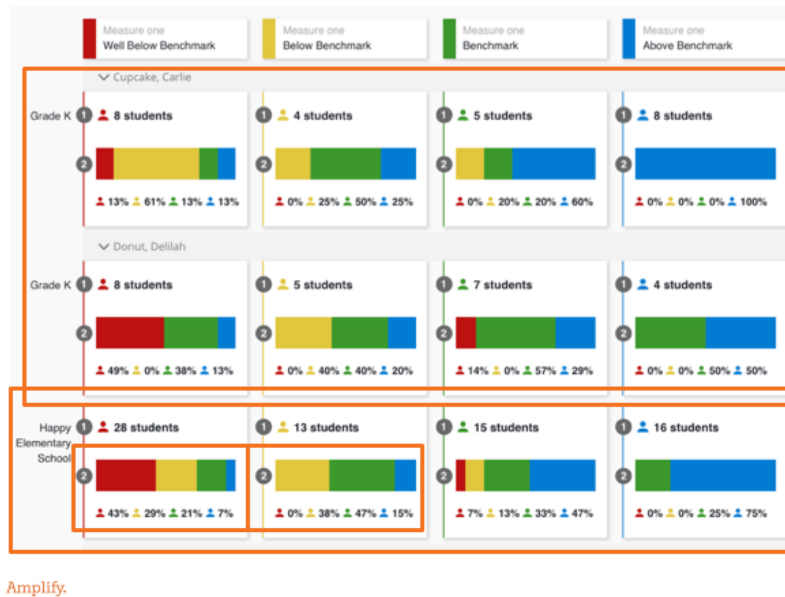
- Mr. Romero looks into the far left, column, which includes students who were at red at the beginning of the year.
- The colors and percentages show where those struggling students performed at the middle of the year.
 - 13% of those 8 students, or a single student, remained in red.
 - 61%, or 5 students, moved up a level to yellow.
 - Students who started the year in red and moved to yellow are responding positively to what's happening in the classroom, but they may require additional reinforcement to be brought to Benchmark by the end of the school year. Different or additional intervention strategies may be necessary for the students who stayed red.
 - Promisingly, 13% of the students who started at red moved to green, and another 13% to blue, so these two students responded extremely well to the instruction and supports in place for the first half of the year.



PARAPHRASE:

- Mr. Romero checks into the students who started the year needing Strategic Intervention after BOY.
- CLICK Of the four students, 75% moved up to Benchmark and Above, and one remained in yellow.

How effective have Kindergarten teachers been at moving students between performance levels?



PARAPHRASE:

- Now he compares CLICK two of the Kindergarten classes as well as CLICK the results for all of the Kindergarten students at the school.
- Let's think back to Mr. Romero's essential question. He wanted to know how effective Kindergarten teachers have been at moving students between performance levels.
- Here are some observations he can make about this data:
 - Looking at all the kindergartners in the school, CLICK he sees that 43% of students who started the year Well Below Benchmark are still Well Below Benchmark at MOY. Yet 57% moved out of Well Below Benchmark. While it's not every student, is it more than half, and this shows that the instructional program in Kindergarten showed effectiveness for those 57%.
 - CLICK 62% of Kindergartners moved from Below Benchmark, yellow, to Benchmark and Above. No students fell back to Well Below Benchmark.
 - CLICK Of note, between the two teachers being compared here, Ms. C was more effective at moving her students to proficiency than was Ms. D, which is clear both visually and by considering percentages.
- Mr. Romero will use this report now to consider intervention strategies and supports for his Kindergartners. He will dig deeper into the measure level data for the students who remain in red for the second half of the year. He will consider what intensive interventions and supports remain effective and necessary, as well as which strategic supports can be started and/or continued for those students who remained or moved into the Below Benchmark, or yellow level.

Excel Download

Save
Share
PDF
Excel
Edit

1 Measure 1

Assessment: DIBELS Next
Measure: Composite Score
School Year: 2016-2017
Period: 16-17 BOY

2 Measure 2

Assessment: DIBELS Next
Measure: Composite Score
School Year: 2016-2017
Period: 16-17 MOY

Date This Report Was Generated:		10/11/2017																	
Measure 1:		DIBELS Next Composite Score																	
Measure 1 Date:		2016-2017 BOY																	
Measure 2:		DIBELS Next Composite Score																	
Measure 2 Date:		2016-2017 MOY																	
Grade:		Grade 4																	
This tab displays:		Students who were Red (did not meet benchmark) for Measure 1																	
School	Latest Primary School ID	Teacher	Grade	# Red for Measure 1	# Red for Measure 2	% Red for Measure 1	% Red for Measure 2	# Yellow for Measure 1	# Yellow for Measure 2	% Yellow for Measure 1	% Yellow for Measure 2	# Green for Measure 1	# Green for Measure 2	% Green for Measure 1	% Green for Measure 2	# Blue for Measure 1	# Blue for Measure 2	% Blue for Measure 1	% Blue for Measure 2
Happy Elementary School		Cupcake, Carla	Grade 4	8	1	13%	13%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%
Happy Elementary School	Reference data	Reference data	Reference data	28	12	43%	43%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%
Happy Elementary School	Reference data	Donut, Donut	Grade 4	8	4	50%	50%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%
Happy Elementary School	Reference data	Reference data	Reference data	28	12	43%	43%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%

Amplify.

PARAPHRASE:

- CLICK Tap the Excel button to download the data into spreadsheet form.
- Filters and colors are carried over from the report into the spreadsheet.

Benchmark Completion Report



Benchmark Completion Report

Mrs. Cassidy is a district leader in Washington Falls.
She asks,

Are all teachers following
Benchmark fidelity guidelines?

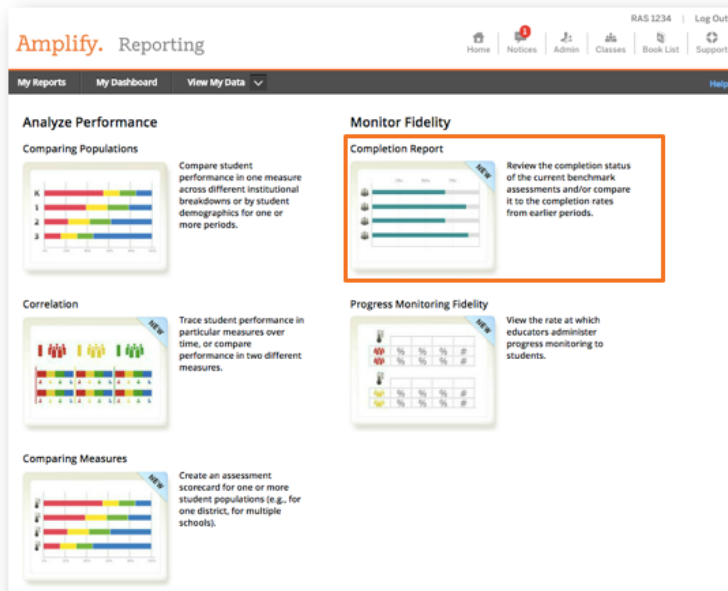


Amplify.

DIRECTIONS:

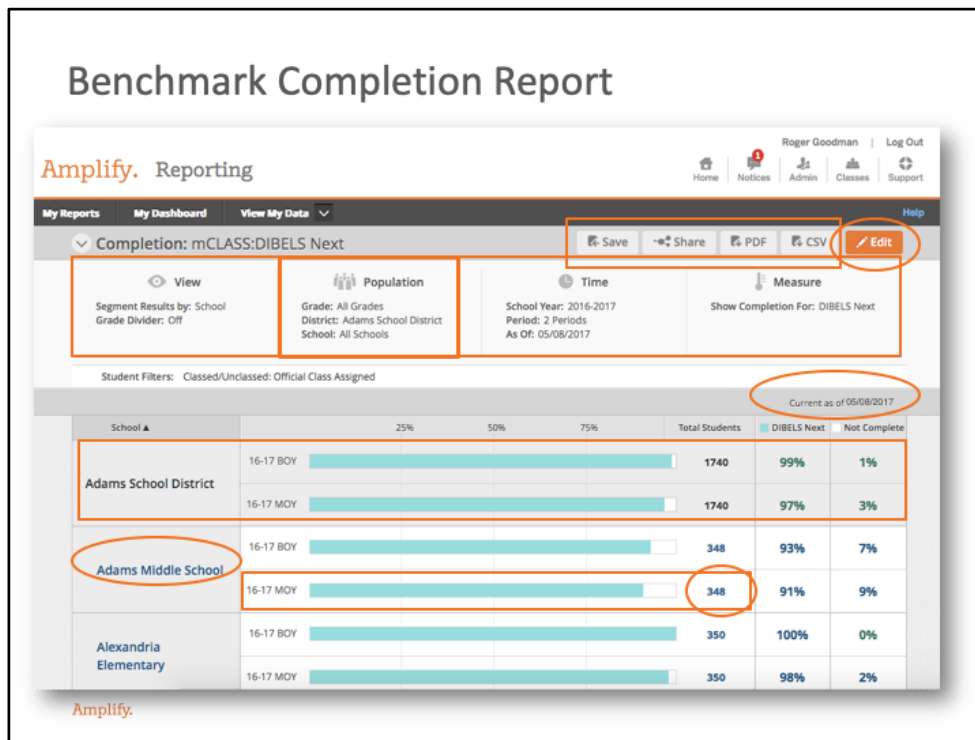
- Read the scenario on the slide.

Benchmark Completion Report



PARAPHRASE:

- She navigates in Amplify to the Completion Report for her district.
- This fidelity report will indicate completion status of benchmark assessments for a given time of year.



PARAPHRASE:

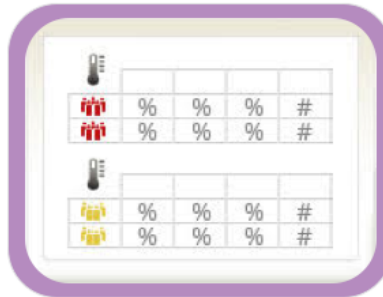
- CLICK Let's look at the report banner which displays the parameters selected.
- This report now shows completion status for BOY and MOY in the 16-17 school year for Adams School District.
- The report opens to a specific comparison level in the report body depending on the educator's role:
 - School-level administrators will see teachers.
 - Mrs. Cassidy is a district leader, so she sees the whole district.
- CLICK It is current as of the date in the upper-right hand corner, 5/8/2017.
- CLICK The turquoise bar indicates the number of students who have completed the DIBELS Benchmark assessment.
- The remaining white in the bar indicates the number of students who have *not* completed the DIBELS Benchmark assessment.
- From this report, she can:
 - CLICK Click a population to drill down to a more granular view or change other selections under Time and Measure.
 - She may want to change selections in the report banner to view the Completion report for one or more specific grades, a different time of year, or a subset of students filtered by demographic information.
 - CLICK She can do that by clicking the Edit button at the top right.
 - CLICK Click the number in the Total Students column to view the students represented by the bar.
 - CLICK View reference data to see how one row compares to the complete population in the current report view. (Reference data is the top row for this report.)
 - CLICK Save or share the report using the icons at the top.
 - Create a PDF of the report.
 - Export a CSV file containing the report data.
- CLICK She scrolls down the page and notices Lincoln Street School is the school with the lowest MOY Completion percentage in the District.






PARAPHRASE:




- Let's think back to Mrs. Cassidy's question. She wanted to know if the teachers in her district were following Benchmark fidelity guidelines. She honed in on the Lincoln Street School.
- Here are some observations she can make about this data.
 - CLICK: The average rate for MOY for the Lincoln Street School is 75%.
 - CLICK All but one teacher's assessment rates improved from BOY to MOY.
 - CLICK Two teachers had 100% completion rate at MOY. (Acord and Daugherty)
 - CLICK all teachers started the MOY Benchmark assessments, but there are some teachers who the school leaders may want to check in with, including Rosa Eure and Frank Garrett, to see what supports can be put in place for higher completion at the upcoming EOY Benchmark.

Progress Monitoring Fidelity Report



The form is titled "Progress Monitoring Fidelity Report" and is enclosed in a purple border. It contains two identical sections, each with a thermometer icon and a table. The top section has a thermometer icon with a red liquid level. The bottom section has a thermometer icon with a yellow liquid level. Each table has four columns: the first column contains a red thermometer icon for the top section and a yellow thermometer icon for the bottom section; the next three columns contain percentage signs (%); and the final column contains a hash symbol (#).

				
	%	%	%	#
	%	%	%	#

				
	%	%	%	#
	%	%	%	#

Progress Monitoring Fidelity Report

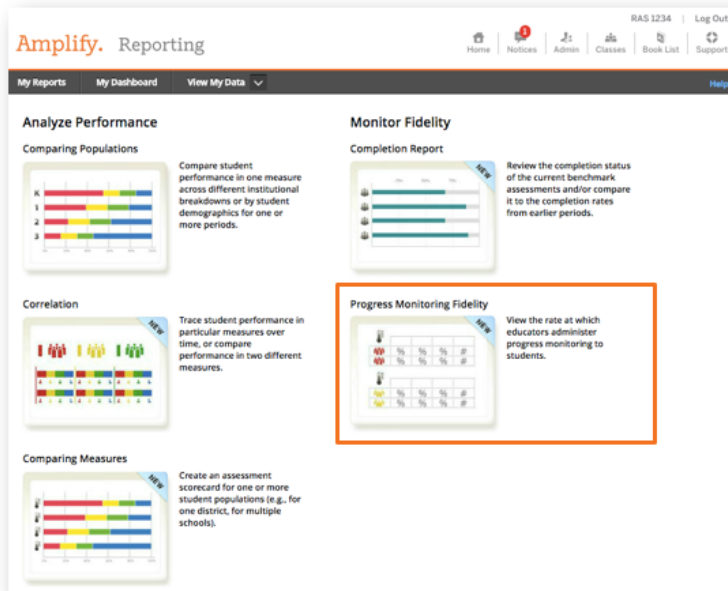
Mrs. Oswalt is the literacy coach at West Elementary School.
She asks,



Amplify.

Which teachers may require additional resources to administer Progress Monitoring assessments at the recommended rate?

Progress Monitoring Fidelity



PARAPHRASE:

- She navigates in Amplify to the Progress Monitoring Fidelity Report for her school.
- This fidelity report will show her the percentage of the student population that scored within a specific performance band who were administered progress monitoring during a given time.
- At a glance, she can determine the fidelity of Progress Monitoring assessment for her Amplify assessments.

View Results by School

PM Fidelity: mCLASS:DIBELS Next

View

Segment Results by

School

Grade Divider

Off

Display "At Rate" Column

On

> Student Filters

Population

Grade

All Grades

District

All Districts

School

All Schools

Time

School Year

2016-2017

Period

MOY→EOY

View Data for Date Range

01/01/2017 - 05/31/2017

View Report

Amplify.

PARAPHRASE:

Ms. Oswalt can view the report in various ways, by teacher, school, or by grade by adjusting the View parameters.

CLICK She can look at the report for her entire school by choosing to segment results by school and turning the grade divider off. This will aggregate all school-level results into one group.

View Results by Grade

PM Fidelity: mCLASS:DIBELS Next

View

Segment Results by

School

Grade Divider

On

Display "At Rate" Column

On

> Student Filters

Population

Grade

All Grades

District

All Districts

School

All Schools

Time

School Year

2016-2017

Period

MOY→EOY

View Data for Date Range

01/01/2017 - 05/31/2017

View Report


Amplify.

PARAPHRASE:


CLICK She can turn the grade divider ON to look at the report by grade. This will organize all school-level results by grades.

View Results by Teacher


PM Fidelity: mCLASS:DIBELS Next

 View


Segment Results by


Teacher 


Grade Divider

Off 


Display "At Rate" Column

On 


 Student Filters

 Population


Grade


All Grades 

District


All Districts 

School


All Schools 

 Time



School Year

2016-2017 

Period

MOY→EOY 

View Data for Date Range

01/01/2017  - 05/31/2017 

[View Report](#)

Amplify.

PARAPHRASE:

She decides to view the report by teacher by CLICK segmenting results by teacher and turning the grade divider off. This will compile all school-level results into groups by teacher.

Adjust Report Parameters

PM Fidelity: mCLASS:DIBELS Next

<p>View</p> <p>Segment Results by Teacher</p> <p>Grade Divider On</p> <p>Display "At Rate" Column On</p>	<p>Population</p> <p>Grade All Grades</p> <p>District All Districts</p> <p>School All Schools</p> <p>Teacher All Teachers</p>	<p>Time</p> <p>School Year 2016-2017</p> <p>Period MOY→EOY</p> <p>View Data for Date Range 01/01/2017 - 05/31/2017</p>	<p>Measures and Levels</p> <p>Student Performance Level to Display Red, Yellow</p> <p>Progress Monitoring Target for Red 2 weeks</p> <p>Progress Monitoring Target for Yellow 4 weeks</p>
---	--	---	--

> Student Filters
Clear Filters

View Report

Amplify.

PARAPHRASE:

Within the population parameters,

- CLICK She can select the grades to view.
- She may also decide to select certain teachers, or all teachers.
- Please note that the availability of district and school drop downs will depend on your access level.

Adjust Report Parameters

PM Fidelity: mCLASS:DIBELS Next

View	Population	Time	Measures and Levels
Segment Results by <div>Teacher</div>	Grade <div>All Grades</div>	School Year <div>2016-2017</div>	Student Performance Level to Display <div>Red, Yellow</div>
Grade Divider <div>On</div>	District <div>All Districts</div>	Period <div>MOY→EOY</div>	Progress Monitoring Target for Red <div>2 weeks</div>
Display "At Rate" Column <div>On</div>	School <div>All Schools</div>	View Data for Date Range <div>01/01/2017 - 05/31/2017</div>	Progress Monitoring Target for Yellow <div>4 weeks</div>
<div> <div>Student Filters</div> <div>Clear Filters</div> </div>			

View Report

Amplify.

PARAPHRASE:

Within the TIME parameters,

- The report defaults to show all time periods between the latest benchmark and the current date.
- CLICK Use the calendar selector to narrow your time period using the calendar icons.

Adjust Report Parameters

PM Fidelity: mCLASS:DIBELS Next

View	Population	Time	Measures and Levels
Segment Results by <div>Teacher</div>	Grade <div>All Grades</div>	School Year <div>2016-2017</div>	Student Performance Level to Display <div>Red, Yellow</div> Progress Monitoring Target for Red <div>2 weeks</div> Progress Monitoring Target for Yellow <div>4 weeks</div>
Grade Divider <div>On</div>	District <div>All Districts</div>	Period <div>MOY→EOY</div>	
Display "At Rate" Column <div>On</div>	School <div>All Schools</div>	View Data for Date Range <div>01/01/2017</div> - <div>05/31/2017</div>	
Teacher <div>All Teachers</div>			

Student Filters
Clear Filters

View Report

Amplify.

PARAPHRASE:

With the MEASURES and LEVELS parameters

- Select the targeted number of weeks students should be progress monitored at each performance level.
- The default Performance levels are Red and Yellow; you may deselect either and/or add the Green and Blue performance levels.
- The default frequency is every 2 weeks for red and every 4 weeks for students at yellow. These can be adjusted from 1 to 10 weeks.

Well Below Benchmark Students							
Teacher ▲	At Rate	None	2/12 - 2/25	2/26 - 3/11	3/12 - 3/25	3/26 - 4/08	Total
Barlow, Ronda	0%	0%	100%	50%	100%	0%	2
Jankow, Karen	33%	0%	94%	100%	89%	39%	18
Lane, Michael	100%	0%	100%	100%	100%	100%	2
Marks, Ellen	85%	0%	92%	100%	92%	92%	13
Leeds, Patricia	100%	0%	100%	100%	100%	100%	11
West School	65%	0%	96%	98%	93%	70%	46

Amplify.

PARAPHRASE:

Ms. Oswald views the report by teacher, for the period after MOY Benchmark, February 12 to April 8.

- CLICK The total number of students from each teacher's class who have a Composite Score of Well Below Benchmark, or red, during the last assessment is listed in the last column of the table.
 - CLICK The last entry in the column is the total number of students in the selection who scored Well Below Benchmark.
- The columns in the middle represent the percentage of students in the teacher's class who were progress monitored in ANY DIBELS measure during each 2 week period.
 - The last row for each of the columns is the percentage for all the students in the school.

At Rate

PM Fidelity: mCLASS:DIBELS Next

View

Segment Results by
Teacher

Grade Divider
On

Display "At Rate" Column
On

Student Filters

Population

Grade
All Grades

District
All Districts

School

Time

School Year
2016-2017

Period
MOY--EOY

View Data for Date Range

Measures and Levels

Student Performance Level to Display
Red, Yellow

Progress Monitoring Target for Red
2 weeks

Progress Monitoring Target for Yellow

Well Below Benchmark Students						
Teacher	At Rate	None	2/12 - 2/25	2/26 - 3/11	3/12 - 3/25	
Barlow, Ronda	0%	0%	100%	50%	100%	
Jankow, Karen	33%	0%	94%	100%	89%	
Lane, Michael	100%	0%	100%	100%	100%	
Marks, Ellen	85%	0%	92%	100%	92%	
Leeds, Patricia	100%	0%	100%	100%	100%	
West School	65%	0%	96%	98%	93%	

Amplify.

PARAPHRASE:

- The At Rate column is a unique part of the updated PM fidelity report.
 - It can be toggled on and off from the View menu.
 - CLICK The column will indicate the percentage of students who were progress monitored during **every** two week window of the time frame for which the report is set.
 - CLICK Michael Lane administered DIBELS Next progress monitoring with 100% of his Well Below Benchmark students during each and every two week time period between February 12th and April 8th.
 - If the at rate % looks incorrect, be sure the range does not include a vacation period.

Which teachers may require additional resources to administer Progress Monitoring assessments at the recommended rate?

Well Below Benchmark Students							
Teacher ▲	At Rate	None	2/12 - 2/25	2/26 - 3/11	3/12 - 3/25	3/26 - 4/08	Total
Barlow, Ronda	0%	0%	100%	50%	100%	0%	2
Jankow, Karen	33%	0%	94%	100%	89%	39%	18
Lane, Michael	100%	0%	100%	100%	100%	100%	2
Marks, Ellen	85%	0%	92%	100%	92%	92%	13
Leeds, Patricia	100%	0%	100%	100%	100%	100%	11
West School	65%	0%	96%	98%	93%	70%	46

Amplify.

- Let's think back to Mrs. Oswalt's essential question. She wanted to know which teachers at her school may require additional resources to administer progress monitoring at the recommended rate.
- Here are some observations we can make about this data.
 - CLICK All students with red or yellow Benchmark scores received at least one progress monitoring during this period.
 - The average rate for the school for students with scores at red is 65%.
 - CLICK Ms. Oswalt sees fidelity for both Ms. Jankow and Ms. Barlow falling well below both of these averages.
 - When she looks at the total students for each teacher, she notices that Ms. Jankow has 9 times as many students to monitor in each period than does Ms. Barlow, and both were doing well with progress monitoring fidelity until this last two-week period. Ms. Oswalt makes a note of this and looks next at the rates for those at yellow.

Which teachers may require additional resources to administer Progress Monitoring assessments at the recommended rate?

Below Benchmark Students					
Teacher ▲	At Rate	None	2/12 - 3/11	3/12 - 4/08	Total
Barlow, Ronda	83%	0%	83%	100%	6
Jankow, Karen	83%	0%	100%	83%	6
Lane, Michael	75%	0%	100%	75%	8
Marks, Ellen	100%	0%	100%	100%	4
Leeds, Patricia	100%	0%	100%	100%	1
West School	84%	0%	96%	88%	25

Amplify.

- CLICK Within the group of students at yellow, there are three teachers who are falling below the average, although not as far as for those at red. She will check in with Ms. Jankow and Mr. Lane who each have one or two students, respectively, who haven't been monitored in the most recent period. Perhaps the handful of students not monitored were absent on the day Progress Monitoring was done, or they may have extenuating circumstances.
- She will make a note to check on the Class Summaries, as well, to make sure students are being monitored on appropriate measures. This fidelity report won't tell her which measures are being given, only the fidelity of their administration.

PM Fidelity: mCLASS:DIBELS Next

View

Segment Results by
Teacher

Grade Divider
Off

Display "At Rate" Column
On

Population

Grade
All Grades

District
City District

School
West

Time

School Year
2016-2017

Period
MOY→EOY

View Data for Date Range
02/12/2017 - 04/19/2017

Measures and Levels

Measure
DIBELS Next

Student Performance Level to Display
All Student Performanc...

Progress Monitoring Target for Red
2 weeks

Progress Monitoring Target for Yellow
4 weeks

Progress Monitoring Target for Green
6 weeks

Clear Filters

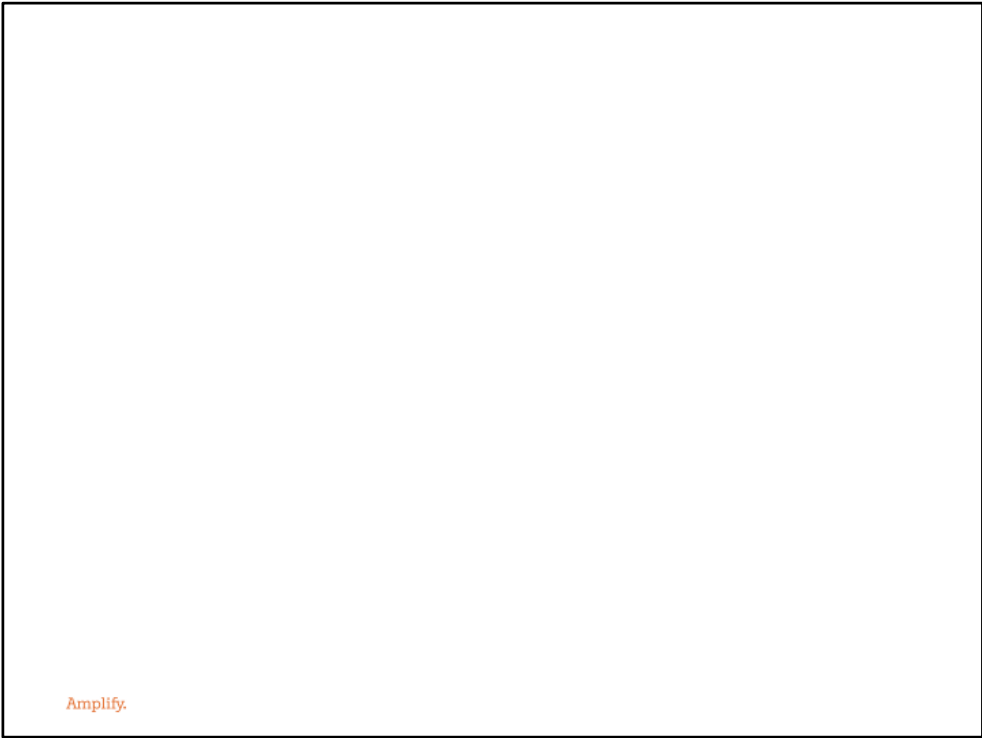
Benchmark Students

Teacher ▲	At Rate	None	2/12 - 3/25	Total
Barlow, Ronda	8%	92%	8%	12
Jankow, Karen	14%	86%	14%	7
Lane, Michael	8%	92%	8%	13
Marks, Ellen	7%	93%	7%	15
Leeds, Patricia	16%	84%	16%	19
West	10%	90%	10%	67

Amplify.

PARAPHRASE:

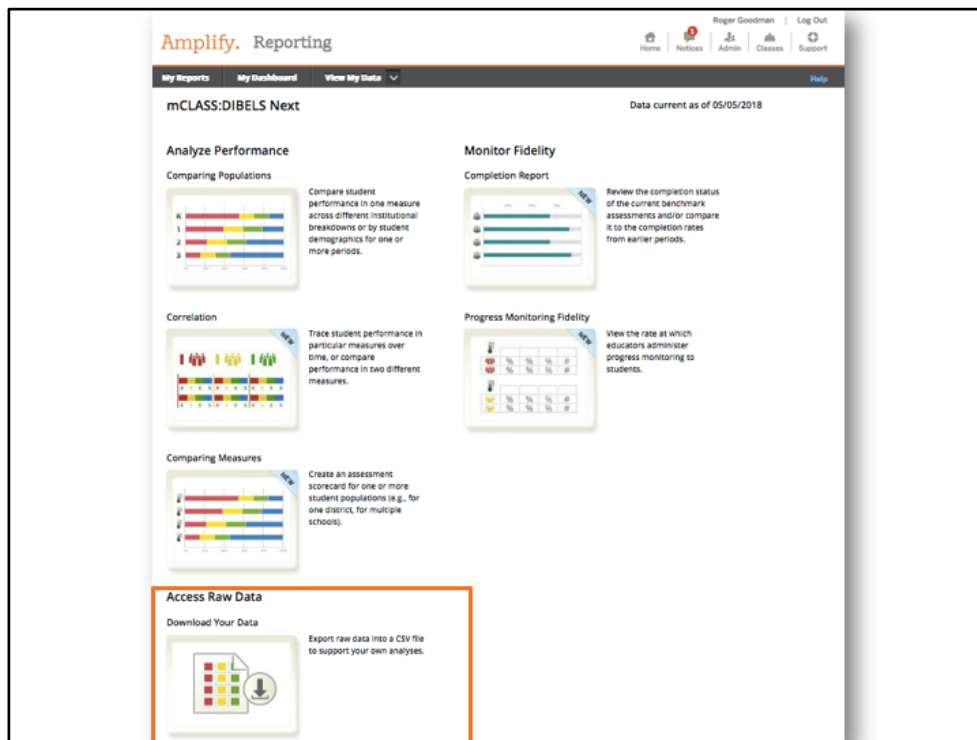
- Ms. Oswalt decides to check on students at green to see if any of them have received monitoring and at what rate.
- The default setting shows data for her students with red and yellow scores. To view Progress Monitoring rates for At Benchmark and Above Benchmark students, she selects green or blue, respectively, and the selected weekly target.
- She includes students at Green and sets the selection to 6 weeks and clicks Update Report to see students at green.
 - She sees that Ms. Jankow is actually monitoring some of her students in green. Ms. Oswalt wonders why when many of her students in Well Below Benchmark didn't receiving their more frequent monitoring.
- Through her reporting, Ms. Oswalt now has some more insight on how to support her teachers with Progress Monitoring Fidelity and will direct her resources as appropriate.



Download Your Data



- The Reporting and Analysis Suite also contains an option to Download Your Data.



- Navigate in Amplify to the Download Your Data icon below the Featured Score and Fidelity reports.

The screenshot shows the 'Amplify. Reporting' web application. At the top, there is a navigation bar with the title 'Amplify. Reporting' and a user profile for 'Roger Goodman' with a 'Log Out' link. Below this is a secondary navigation bar with links for 'Home', 'Notices', 'Admin', 'Classes', and 'Support'. The main content area is titled 'Download Your Data' and contains several filter sections. The 'Assessment' section has a dropdown menu set to 'mCLASS:DIBELS Next' and four tabs: 'Benchmark' (selected), 'Progress Monitoring', 'Classroom Growth', and 'DIBELS Deep'. Below this is a section titled 'Updates to Download Your Data' which includes three more filter sections: 'District' with a dropdown set to 'All Districts', 'Grade' with a dropdown set to 'All Grades', 'School Year' with a dropdown set to '2016-2017', and 'Period' with a dropdown set to 'All Periods'. At the bottom of the form are two buttons: a grey 'Clear' button and an orange 'Download' button.

- Educators can make selections for which raw data to generate into a CSV file, which can be downloaded to your computer and manipulated further in a spreadsheet program, like Excel.

Amplify. Reporting

Home Notices Admin Classes Support Roger Goodman Log Out

My Reports My Dashboard View My Data Help

Download Your Data

Assessment

mCLASS:DIBELS Next

Benchmark Progress Monitoring Classroom Growth DIBELS Deep

Updates to Download Your Data

District

All Districts

Grade

All Grades

School Year

2016-2017

Period

All Periods

Clear Download

- Let's download Benchmark data first.

Amplify. Reporting

Home Notices Admin Classes Support Roger Goodman Log Out

My Reports My Dashboard View My Data Help

Download Your Data

Assessment
mCLASS:DIBELS Next

Benchmark Progress Monitoring Classroom Growth DIBELS Deep

Updates to Download Your Data

District
All Districts

Grade
All Grades

School Year
2016-2017

Period
All Periods

Clear Download

- First select the Assessment data you are interested in. Options available are specific to your district and school.

Amplify. Reporting

Home Notices Admin Classes Support Roger Goodman Log Out

My Reports My Dashboard View My Data Help

Download Your Data

Assessment

mCLASS:DIBELS Next

Benchmark Progress Monitoring Classroom Growth DIBELS Deep

Updates to Download Your Data

District

Adams School District

School

All Schools

- ☒ All
- ☒ Adams Middle School
- ☒ Alexandria Elementary
- ☒ Chandler Elementary
- ☒ Lincoln Street School
- ☒ Woodlawn Academy

Clear Download

- District level users will be prompted to first select the district, CLICK and then the School or Schools.
- School level users will automatically have their school selected.
- Select or deselect all schools at once with the All Checkbox.

Amplify. Reporting

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Assessment

mCLASS:DIBELS Next

Benchmark Progress Monitoring Classroom Growth DIBELS Deep

Updates to Download Your Data

District

Adams School District

School

Alexandria Elementary, Chandler Elementary

Grade

All Grades

- ☐ All
- ☐ Grade Pre-K
- ☒ Grade K
- ☒ Grade 1
- ☒ Grade 2
- ☐ Grade 3

Clear Download

- Then select the grades you wish the data to represent.

mCLASS:DIBELS Next

Benchmark Progress Monitoring Classroom Growth DIBELS Deep

Updates to Download Your Data

District
Adams School District

School
Alexandria Elementary, Chandler Elementary

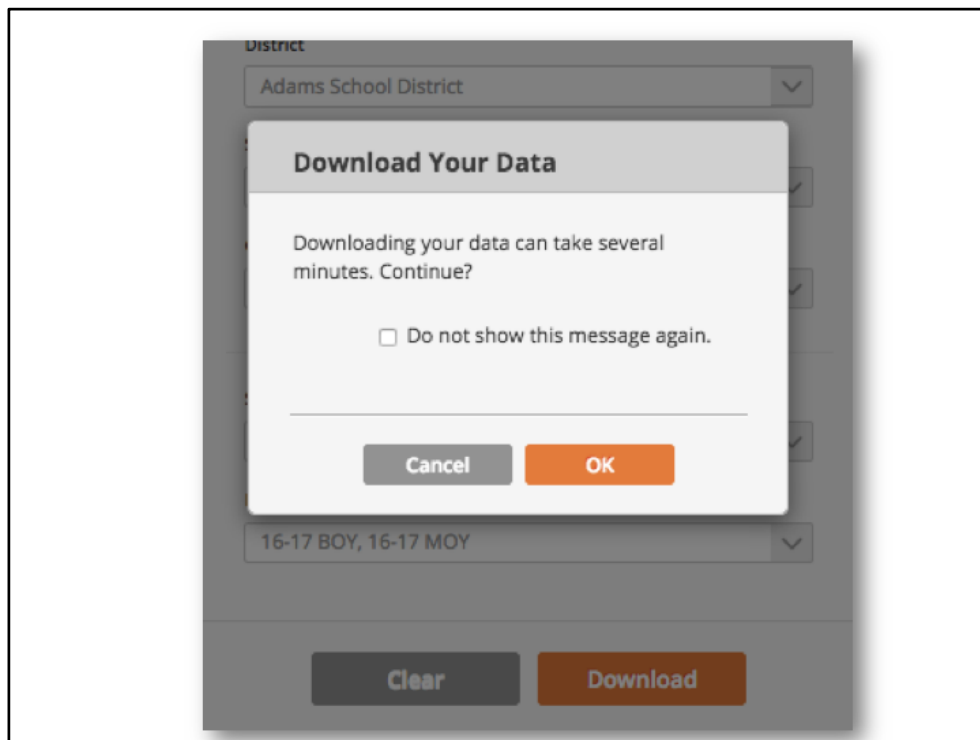
Grade
Grade K, Grade 1, Grade 2

School Year
2016-2017

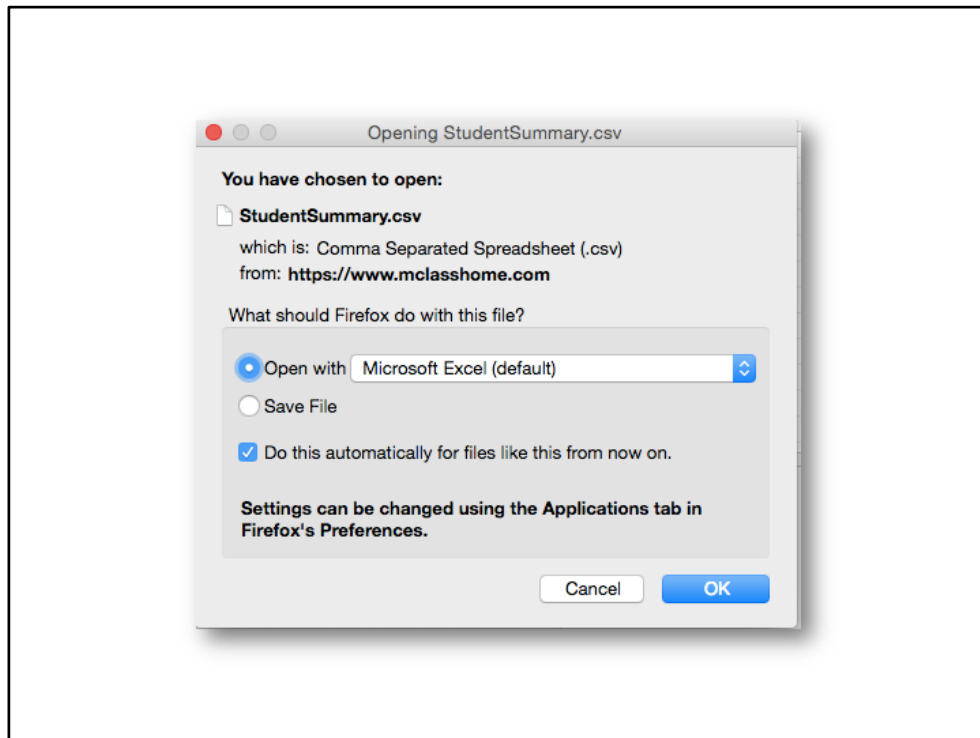
Period
16-17 BOY, 16-17 MOY

Clear Download

- Choose the Year
- CLICK and select the periods.
- CLICK then click the orange button to Download.



- You will receive a notice that this could take several minutes.
- Time to download will depend on how much data you request.
- Click OK.



- You will be prompted to open the file with a spreadsheet program or to Save the file.
- Choose your option and click OK.
- The raw data file is now available for additional analyses as you would with any data set.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	School Year	Roster Option	External Program	State	Account Name	Municipality Name	Municipality Primary ID	District Name	District Primary ID	Internal Program	School Name	Primary School ID	Secondary School ID	RF School	Student Last Name	Student First Name
1	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Anderson	Azylen
2	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Anderson	Azylen
3	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Atkins	Leaya
4	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Atkins	Leaya
5	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bailey	Steven
6	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bailey	Steven
7	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Banda	Ryan
8	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Banda	Ryan
9	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Blue	Riley
10	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Blue	Riley
11	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bowes	Brianna
12	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bowes	Brianna
13	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bowman	Jaelynn
14	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bowman	Jaelynn
15	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Breen	Samira
16	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Breen	Samira
17	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Britt	Evans
18	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Britt	Evans
19	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Brown	Cadence
20	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Brown	Cadence
21	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Brown	Christopher
22	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Brown	Christopher
23	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bullard	Harliv
24	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Bullard	Harliv
25	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Carpenter	Kenneth
26	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Carpenter	Kenneth
27	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Coble	Aubree
28	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Coble	Aubree
29	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Cole	Kayleigh
30	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Cole	Kayleigh
31	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Cole	Kayleigh
32	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Deen	Carolyn
33	2016-2017	On Test Day		NY	Washington	Washington Falls Municipi	Adams School District				Alexandria Elementary			N	Deen	Carolyn

- CLICK Select row 1 and CLICK then click the button “Wrap Text to show the entirety of the cell.
- CLICK

	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH
	Benchmark	Pathway Achieved- Composite Score	Pathway Set Composite Score	Assessment Measure- Composite Score-Levels	Assessment Measure- Composite Score-Score	Assessment Measure- FSF-Levels	Assessment Measure- FSF-Score	Assessment Measure- LNF-Levels	Assessment Measure- LNF-Score	Assessment Measure- PSF-Levels	Assessment Measure- PSF-Score	Assessment Measure- NWF (CLS)- Levels	Assessment Measure- NWF (CLS)- Score	Assessment Measure- NWF (WWR)- Levels	Assessment Measure- NWF (WWR)- Score
1	Period														
2	BOY			Above Bench	77	Above Bench	36	Not Determi	41						
3	MOY	Well Below		Below Bench	112	Above Bench	45	Not Determi	12	Benchmark		37	Benchmark	18	Not Determi
4	BOY			Above Bench	87	Above Bench	38	Not Determi	49						3
5	MOY	Well Below		Benchmark	146	Above Bench	48	Not Determi	8	Above Bench		73	Benchmark	17	Not Determi
6	BOY			Above Bench	55	Above Bench	28	Not Determi	27						1
7	MOY	Well Above		Above Bench	274	Above Bench	50	Not Determi	76	Above Bench		71	Above Bench	77	Not Determi
8	BOY			Benchmark	32	Below Bench	5	Not Determi	27						
9	MOY	Below		Benchmark	131	Above Bench	60	Not Determi	35	Benchmark		20	Below Bench	16	Not Determi
10	BOY			Above Bench	53	Above Bench	21	Not Determi	32						0
11	MOY	Well Above		Above Bench	215	Above Bench	43	Not Determi	52	Above Bench		74	Above Bench	46	Not Determi
12	BOY			Above Bench	60	Above Bench	27	Not Determi	33						15
13	MOY	Well Above		Above Bench	225	Above Bench	48	Not Determi	68	Benchmark		39	Above Bench	70	Not Determi
14	BOY			Above Bench	109	Above Bench	38	Not Determi	71						21
15	MOY	Typical		Above Bench	237	Above Bench	52	Not Determi	70	Above Bench		76	Above Bench	39	Not Determi
16	BOY			Above Bench	82	Above Bench	36	Not Determi	46						13
17	MOY	Well Below		Benchmark	131	Benchmark	36	Not Determi	46	Benchmark		43	Well Below E	6	Not Determi
18	BOY			Above Bench	80	Above Bench	34	Not Determi	46						0
19	MOY	Typical		Above Bench	197	Above Bench	55	Not Determi	64	Above Bench		50	Above Bench	28	Not Determi
20	BOY			Above Bench	61	Above Bench	20	Not Determi	41						7
21	MOY	Above		Above Bench	204	Above Bench	56	Not Determi	47	Above Bench		56	Above Bench	45	Not Determi
22	BOY			Above Bench	62	Above Bench	28	Not Determi	34						10
23	MOY	Below		Benchmark	154	Above Bench	53	Not Determi	25	Above Bench		44	Above Bench	32	Not Determi
24	BOY			Benchmark	28	Below Bench	7	Not Determi	21						0
25	MOY	Below		Benchmark	124	Above Bench	51	Not Determi	23	Benchmark		41	Below Bench	9	Not Determi
26	BOY			Above Bench	78	Above Bench	32	Not Determi	46						0
27	MOY	Well Above		Above Bench	281	Above Bench	44	Not Determi	54	Above Bench		69	Above Bench	114	Not Determi

- Column Headers in row 1 explain what each column represents.
- CLICK There are first Population headers that identify the school, names and grade levels of students, ID numbers, even birthdates, Demographic headers about each student, depending on what is submitted to Amplify from a school's Student Information System, and then
- CLICK Measure headers, which give the raw scores of assessments CLICK as well as score level, like Benchmark or Below Benchmark. You will also find the date that scores were synced.
- Remember to save the file in a Spreadsheet format, like XLS, to preserve any formatting or formulas.

	K	O	P	AS	AT	AU	AV	AW	AX	AY
						Pathway Achieved- Composite Score	Pathway Set- Composite Score	Assessment Measure- Composite Score-Levels	Assessment Measure- Composite Score-Score	Assessment Measure- FSF-Levels
1	School Name	Student Last Name	Student First Name	Assessment Grade	Benchmark Period					
2	Alexandria Elementary	Anderson	Azyien	K	BOY	Well Below		Above Bench	77	Above Bench
3	Alexandria Elementary	Anderson	Azyien	K	MOY	Well Below		Below Bench	112	Above Bench
4	Alexandria Elementary	Atkins	Leaya	K	BOY	Well Below		Above Bench	87	Above Bench
5	Alexandria Elementary	Atkins	Leaya	K	MOY	Well Below		Benchmark	146	Above Bench
6	Alexandria Elementary	Bailey	Steven	K	BOY			Above Bench	55	Above Bench
7	Alexandria Elementary	Bailey	Steven	K	MOY	Well Above		Above Bench	274	Above Bench
8	Alexandria Elementary	Banda	Ryan	K	BOY			Benchmark	32	Below Bench
9	Alexandria Elementary	Banda	Ryan	K	MOY	Below		Benchmark	131	Above Bench
10	Alexandria Elementary	Blue	Riley	K	BOY			Above Bench	53	Above Bench
11	Alexandria Elementary	Blue	Riley	K	MOY	Well Above		Above Bench	215	Above Bench
12	Alexandria Elementary	Bowes	Brianna	K	BOY			Above Bench	60	Above Bench
13	Alexandria Elementary	Bowes	Brianna	K	MOY	Well Above		Above Bench	225	Above Bench
14	Alexandria Elementary	Bowman	Jaelynn	K	BOY			Above Bench	109	Above Bench
15	Alexandria Elementary	Bowman	Jaelynn	K	MOY	Typical		Above Bench	237	Above Bench

- Here we've zoomed in to the CSV file to study the Pathway Achieved column.
- CLICK At MOY, students Azyien Anderson and Leaya Atkins are on a pathway CLICK considered Well Below Typical given their BOY Composite Score.
- However, most teachers may only notice Azyien needs additional support CLICK given his MOY Composite Score is Below Benchmark, or yellow. CLICK Leaya achieved a Benchmark, or green, Composite Score, but is on a similar pathway as Azyien and needs a bit of challenge or targeted instruction to return her proficiency to Above Benchmark.
- CLICK Ryan Banda is like Leaya: he's at green at MOY, as well, but on a Below Typical Pathway. His potential may not be reached if he continues on this trajectory.
- RAS raw data helps the teachers identify students whose Pathways do not meet Typical Progress. With appropriate, targeted instruction and monitoring, Azyien, Leaya, and Ryan could rise back to a Typical or better Pathway by EOY.

The screenshot displays the mCLASS:DIBELS Next interface. At the top, there is a dropdown menu set to 'mCLASS:DIBELS Next'. Below it, a row of tabs includes 'Benchmark', 'Progress Monitoring' (which is highlighted with an orange box), 'Classroom Growth', and 'DIBELS Deep'. Under the 'Progress Monitoring' tab, the section 'Updates to Download Your Data' contains several selection fields: 'District' (Adams School District), 'School' (Alexandria Elementary, Chandler Elementary), 'Grade' (Grade K, Grade 1, Grade 2), and 'School Year' (2016-2017). A 'Period' dropdown menu is also present, showing a list of options: 'All', 'BOY→MOY' (checked), 'MOY→EOY' (checked), and 'After EOY'. The 'BOY→MOY' and 'MOY→EOY' options are highlighted in orange.

- There are three other download options for raw data files.
- Raw Progress Monitoring data can be downloaded by clicking the Progress Monitoring Button in the top row.
- CLICK You'll notice that the period options adjust to show ranges of time, like BOY to MOY, MOY to EOY, and after EOY to reflect Progress Monitoring ranges.
- Then select Download.

	A	S	AR	AT	AU	AV	AW	AX	AY	AZ
1	School Year	Grade	Assessment Edition	PM Period	Measure	Probe Number	Total Number of Probes	Score	Score Change	Probe Clientdate
755	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	1	13	38		1/9/18
756	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	2	13	32	-6	1/17/18
757	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	3	13	33	1	1/24/18
758	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	4	13	26	-7	1/31/18
759	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	5	13	36	10	2/5/18
760	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	6	13	44	8	2/13/18
761	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	7	13	36	-8	2/21/18
762	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	8	13	43	7	3/8/18
763	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	9	13	48	5	3/12/18
764	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	10	13	33	-15	4/4/18
765	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	11	13	53	20	4/10/18
766	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	12	13	54	1	4/17/18
767	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	13	13	56	2	5/7/18
768	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	1	13	9		1/9/18
769	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	2	13	8	-1	1/17/18
770	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	3	13	10	2	1/24/18
771	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	4	13	8	-2	1/31/18
772	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	5	13	9	1	2/5/18
773	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	6	13	12	3	2/13/18
774	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	7	13	11	-1	2/21/18
775	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	8	13	15	4	3/8/18
776	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	9	13	17	2	3/12/18
777	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	10	13	11	-6	4/4/18
778	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	11	13	18	7	4/10/18
779	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	12	13	17	-1	4/17/18
780	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	13	13	17	0	5/7/18
781	2017-2018	1	DIBELS Next	MOY->EOY	Phoneme Segmentation Fluency	1	2	37		1/9/18
782	2017-2018	1	DIBELS Next	MOY->EOY	Phoneme Segmentation Fluency	2	2	44	7	1/17/18
783	2017-2018	1	DIBELS Next	MOY->EOY	DORF Accuracy	1	1	99		3/8/18
784	2017-2018	1	DIBELS Next	MOY->EOY	DORF Fluency	1	1	157		3/8/18
785	2017-2018	1	DIBELS Next	MOY->EOY	DORF Retell	1	1	62		3/8/18
786	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - CLS	1	1	143		4/2/18
787	2017-2018	1	DIBELS Next	MOY->EOY	Nonsense Word Fluency - WWR	1	1	50		4/2/18

- Here we've zoomed in to the CSV file to study the DIBELS Progress Monitoring data.
- Within the download, you will find CLICK the Measure given for Progress Monitoring, CLICK the total number of times it was given during the semester, in this case MOY to EOY, as CLICK well as the score for that instance and how it changed from the previous probe.
- CLICK We can zoom in to one student who received PM In Nonsense Word Fluency 13 times between Jan 9 and May 7, about once every week. His Correct Letter Sound Scores increased from 38 to 56 across that time, CLICK and his Whole Words Read nearly doubled from 9 to 17.
- In another example, a student received PM in PSF just twice, and the teacher stopped administering that measure when the goal of 40 was met.

The screenshot shows an Excel spreadsheet with a PivotTable titled 'Count of Grade'. The PivotTable is located in the range A3:K10. The PivotTable Builder task pane is open on the right side of the screen, showing the 'Columns' section with 'Measure' selected. The 'Rows' section shows 'Grade' selected. The 'Values' section shows 'Count of Grade' selected. The data in the PivotTable is as follows:

Row Labels	First Sound Fluency	Phoneme Segmentation Fluency	Daze	Nonsense Word Fluency - CLS	Nonsense Word Fluency - WWR	DORF Retell	DORF Fluency	DORF Accuracy	Grand Total
1		4		221	221	267	313	313	1339
2				196	196	349	354	354	1449
3		1	519	14	14	266	269	269	1352
K	50	142		228	228				648
Grand Total	50	147	519	659	659	882	936	936	4788

- Large sets of data can be pulled into a Pivot Table in Excel for analysis. The Pivot Table Builder helps you create a table with the right fields to answer your questions. CLICK
- This Pivot Table CLICK analyzes students by grade and CLICK how many of each measures those students were given for Progress Monitoring.
- School leaders might use this to determine the volume of Progress Monitoring for each measure and in which grades.
 - CLICK It seems Kindergarten teachers only administered FSF 50 times but NWF 228 times.
 - This might mean that phonemic awareness skills are strong in Kindergarten and teachers were able to move quickly to monitoring students in growth on letter sounds and CVC blends through NWF.

The screenshot shows a web-based form for downloading DIBELS data. At the top, under the 'Assessment' section, a dropdown menu is set to 'mCLASS:DIBELS Next'. Below this are four tabs: 'Benchmark', 'Progress Monitoring', 'Classroom Growth', and 'DIBELS Deep', with the last one being the active selection. A section titled 'Updates to Download Your Data' follows. It contains several dropdown menus: 'District' (Adams School District), 'School' (Alexandria Elementary, Chandler Elementary), 'Grade' (Grade K, Grade 1, Grade 2), 'School Year' (2016-2017), 'Level Filter' (Well Below Benchmark, Below Benchmark), and 'Period' (16-17 BOY, 16-17 MOY). At the bottom of the form are two buttons: a grey 'Clear' button and an orange 'Download' button.

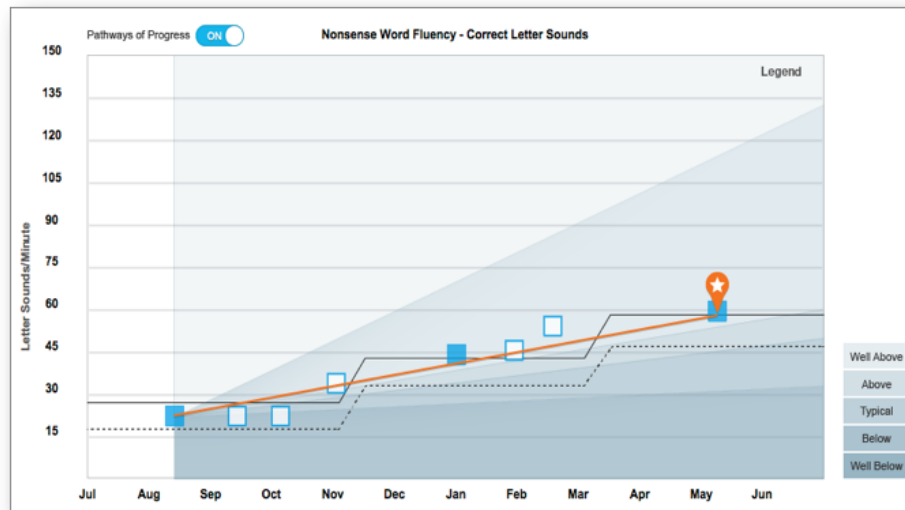
- In a third raw data download, there is an option to download DIBELS Deep data.
- CLICK Click the option for DIBELS Deep.
- CLICK Select the Levels you wish to concentrate on in this download, or select All.
- Then select the Benchmark Period, as for other reports, and select Download.

	A	AP	AQ	AR	AS	AT	AY	AZ
1	School Year	Assessment Edition	Assessment Grade	Benchmark Period	Assessment Measure-Composite Score-Levels	Assessment Measure-Composite Score-Score	Last Deep Assmnt-Name	Last Deep Assmnt-Date
8	2017-2018	DIBELS Next		1 BOY	Well Below Benchmark	57	PA	10/24/17
9	2017-2018	DIBELS Next		1 MOY	Well Below Benchmark	58	PA	10/24/17
10	2017-2018	DIBELS Next		2 BOY	Well Below Benchmark	49	PA	10/24/17
11	2017-2018	DIBELS Next		2 MOY	Well Below Benchmark	59	PA	10/24/17
12	2017-2018	DIBELS Next		2 EOY	Well Below Benchmark	97	PA	10/24/17
13	2017-2018	DIBELS Next		3 BOY	Well Below Benchmark	37	PA	10/24/17
14	2017-2018	DIBELS Next		3 MOY	Well Below Benchmark	125	PA	10/24/17
15	2017-2018	DIBELS Next		3 BOY	Well Below Benchmark	145	PA	10/24/17
16	2017-2018	DIBELS Next		3 MOY	Well Below Benchmark	210	PA	10/24/17
17	2017-2018	DIBELS Next		1 BOY	Well Below Benchmark	72	WRD	10/24/17
18	2017-2018	DIBELS Next		1 MOY	Well Below Benchmark	48	WRD	10/24/17
19	2017-2018	DIBELS Next		1 BOY	Well Below Benchmark	60	WRD	10/24/17
20	2017-2018	DIBELS Next		1 MOY	Well Below Benchmark	67	WRD	10/24/17
21	2017-2018	DIBELS Next		2 BOY	Well Below Benchmark	8	WRD	10/24/17
22	2017-2018	DIBELS Next		2 MOY	Well Below Benchmark	13	WRD	10/24/17

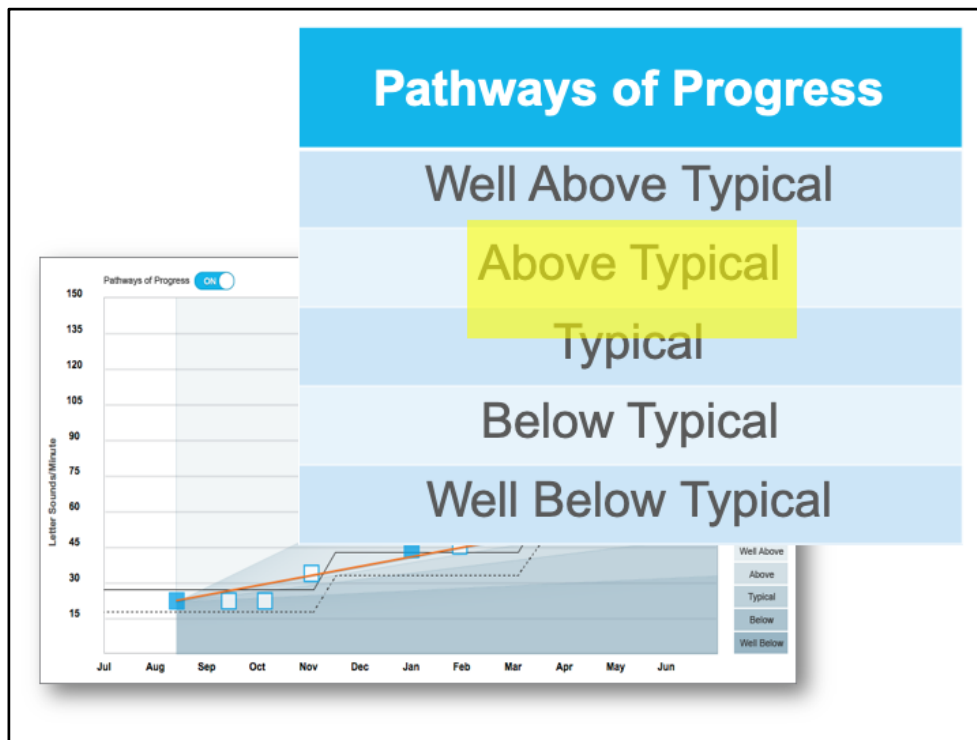
- Here we've zoomed in to the CSV file to study the DIBELS Deep Assessment data.
- Within the download, for easy reference, there will also be CLICK a column with the Composite Score Level CLICK as well as the raw Composite Score.
- CLICK The final two columns will indicate which Deep assessment was given to students CLICK and when.

The screenshot shows a web interface for downloading assessment data. At the top, under the 'Assessment' section, there is a dropdown menu set to 'mCLASS:DIBELS Next'. Below this are four tabs: 'Benchmark', 'Progress Monitoring', 'Classroom Growth' (which is highlighted with an orange box), and 'DIBELS Deep'. A section titled 'Updates to Download Your Data' contains several filters: 'District' (Adams School District), 'School' (Alexandria Elementary, Chandler Elementary), 'Grade' (Grade K, Grade 1, Grade 2), and 'School Year' (2016-2017, highlighted with an orange box). At the bottom are two buttons: 'Clear' and 'Download'.

- In our final download option, Classroom Growth raw data can be obtain by clicking the Classroom Growth Button.
- CLICK Notice that there is no longer a Period option because the Classroom Growth report generates data based on the whole school year. It can only be generated after the close of the EOY assessment window for the current school year.
- Select the year, and then click Download.



- The Classroom Growth Report uses Pathways of Progress illustrate how well classroom literacy skills developed over the course of an academic year.
- Using BOY DIBELS Next Composite Scores as a baseline, each student's EOY Composite Score falls into one of five Pathways.



- [CLICK](#) This report shows the number and percentage of students whose EOY performance placed them [CLICK](#) in the top three Pathways (Typical, Above Typical, or Well Above Typical progress).

D	E	F	G	H	I	J	K	L	M
Grade	Teacher	Teacher ID	Class	Class ID	Total Students in Class	Total Students in Pathways 3-5	Percentage of Students in Pathways 3-5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
K	Teacher, Demo	6	Grade K	11	11	6	54.55	32	average classroom reading progress
1	Teacher, Demo	6	Grade 1	12	23	20	86.96	87	above average classroom reading progress
2	Teacher, Demo	6	Grade 2	13	20	14	70	52	average classroom reading progress
3	Teacher, Demo	6	Grade 3	14	17	13	76.47	69	average classroom reading progress

Visit https://dibels.net/docs/SGR_Implementation_Guide.pdf (Appendix B) to see the specific tables for each grade that map the percentage of students making Typical or better progress to each progress descriptor.

- The report displays this information across the following columns:
 - CLICK Total Students in Class
 - CLICK Total Students in Pathways 3-5
 - CLICK Percentage of Students in Pathways 3-5
 - CLICK Classroom Reading Progress Percentile
 - CLICK Classroom Reading Progress Descriptor
- Because the Classroom Reading Progress Descriptor depends on the performance of other same-grade classrooms, CLICK each grade has its own table mapping the percentage of students making typical progress or better to each progress descriptor. See Appendix B of the [DIBELS Next Summative Growth Report Implementation Guide](#) for these tables.

Classroom Reading Progress Table

Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
96 th and above	Well Above Average Classroom Reading Progress
76 th – 95 th	Above Average Classroom Reading Progress
25 th – 75 th	Average Classroom Reading Progress
5 th – 24 th	Below Average Classroom Reading Progress
below 1 st – 4 th	Well Below Average Classroom Reading Progress

L	M
Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
32	average classroom reading progress
87	above average classroom reading progress
52	average classroom reading progress
69	average classroom reading progress

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- The classroom reading progress criteria tables allow comparison between the reading progress of students in one classroom to the reading progress of all students in all other classrooms at the same grade level.
- CLICK Classroom Reading Progress Percentiles are used to determine the Classroom Reading Progress Descriptor.
- CLICK You can use this descriptor as shown in your Growth Report download to examine trends across classes, to identify high-performing classrooms and best practices for your school or district, or to help determine the necessary resources and instructional changes to support high performance in the coming school year.



PARAPHRASE:

- This help system can be opened by clicking the blue Help link at the top of each page. Each help topic specifically addresses the page or report you are viewing.

Reporting and Analysis Suite Help

Reporting Help -Search-

Understanding the Comparing Populations Report

This report compares assessment results for different student populations, such as students in different schools, grades, or demographic categories. Each bar represents one population at one given time; each row represents the institutional level or attribute used as the comparison point. At a glance, you can see the number or percentage of students in a specific performance band or the average student scores on a specific measure.

Access this report from the **Featured Reports** page for your assessment products. Click **View My Data** and select a product name. Then click the **Comparing Populations** report icon to open the report page and click **View Report** to generate the chart.

Grade	Reference Data	Compare these results against a wider population
Grade K	SDP	28.00%
	MDP	40.00%
	EDP	40.00%
Grade 1	SDP	28.00%
	MDP	40.00%
	EDP	40.00%
Grade 2	SDP	28.00%
	MDP	40.00%
	EDP	40.00%

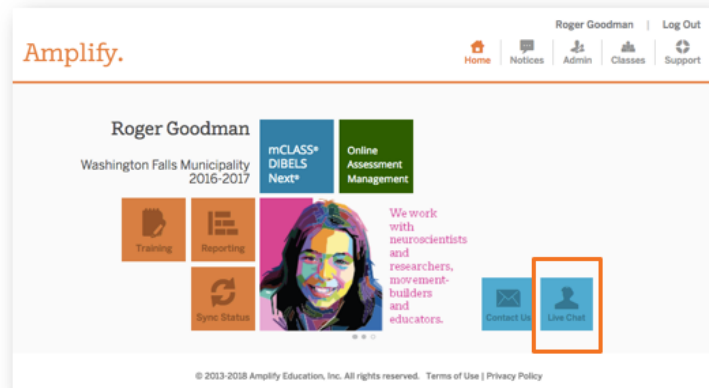
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PARAPHRASE:

- CLICK Click Contents to view the table of contents in the window along the left of the page.
- CLICK Hyperlinks within the help text link to pages with additional information on the linked text.
- Click a book to view or hide its topics; click a topic to view it.
- Click Search to conduct a keyword search of the help system.

Live Chat!

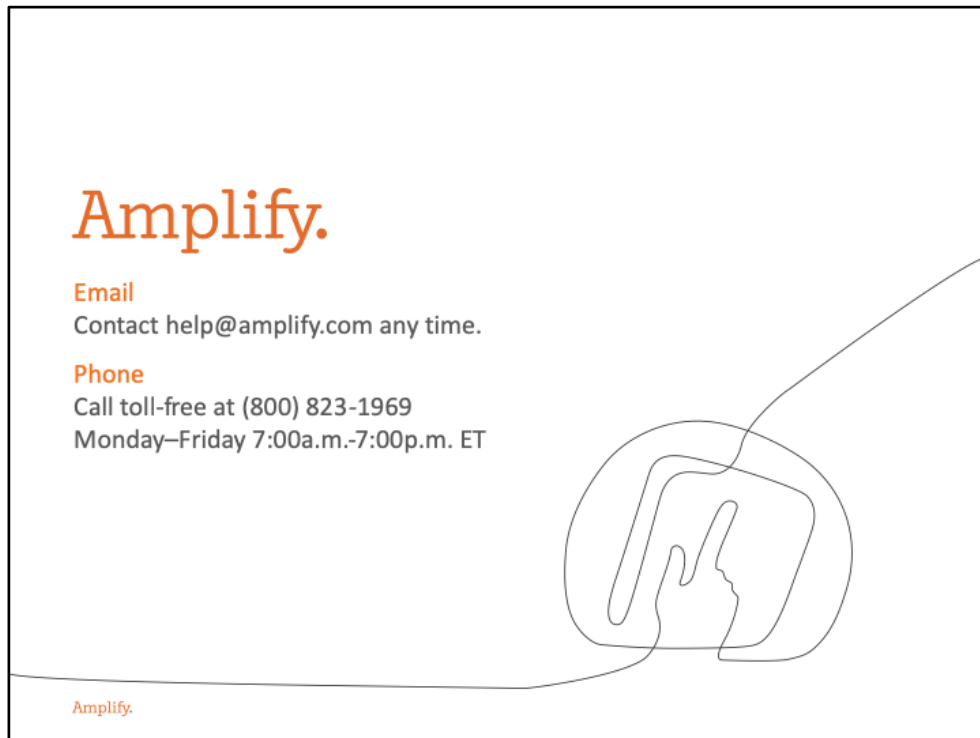
Available 8:00 a.m. – 6:00 p.m., Eastern Time, Monday-Friday



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PARAPHRASE:

- Live Chat is now available for all mCLASS customers.
- This feature will directly connect you to our Customer Support team. This team is available to help you troubleshoot any problems you may be experiencing.
- Live Chat is available from 8:00 a.m. – 6:00 p.m. Eastern Time, Monday through Friday.



PARAPHRASE:

- Our customer care team is eager to assist you.