



What to Expect for School Leaders

Participant Notebook

Colorado Department of Education
ELAT Project

Name _____

School _____

Date _____

What to Expect for School Leaders

1. ELAT

Summary of the project

2. mCLASS:DIBELS Next

Draft an email or letter to parents

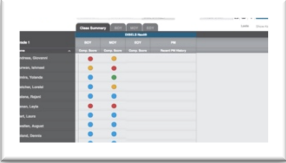
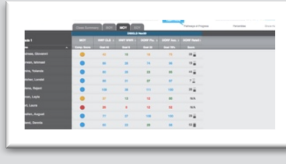

3. Web Reports (see pages that follow)

4. Implementation Plan (see pages that follow)


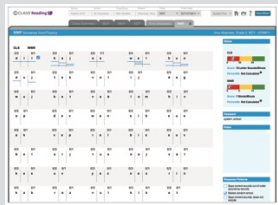

5. Feedback and Support

Web Reports Action Plan

Name: _____ Date: _____

View	Essential Questions	Observations	Next Steps
Class Summary 	<ul style="list-style-type: none"> • Have all of my students completed Benchmark assessment? • How do students rank in overall performance? • How does students' current performance compare to previous Benchmarks? 		
Time of Year View 	<ul style="list-style-type: none"> • Which Basic Early Literacy Skills, as indicated by the measures, are areas of strength or weakness? • On which Basic Early Literacy Skills should resources be targeted? • What small groups can be formed for targeted instruction? 		
PM Class Report 	<ul style="list-style-type: none"> • How are students making progress towards the next Benchmark's goals? • Have all of my students who require Progress Monitoring been assessed? • Which students require additional support? • Does the level of Progress Monitoring remain appropriate (on-grade vs. off-grade)? 		

Web Reports Action Plan

Report	Essential Questions	Observations	Next Steps
Student Summary 	<ul style="list-style-type: none"> • How did this student progress in the Basic Early Literacy Skills over time? • Are there persistent areas of weakness or challenge in this student's skills profile? 		
DIBELS Probe Detail 	<ul style="list-style-type: none"> • What patterns are found in the student responses to the skills assessed by this measure? • What could be taught next to approach mastery of the Basic Early Literacy Skills as indicated by this measure? • Is the student accurate in this skill? • Is the student fluent in this skill? 		
DIBELS PM Graph 	<ul style="list-style-type: none"> • Are students on track to meet end-of-year goals? • How does current performance in this measure compare with previous years' performance? • How does student performance in Progress Monitoring fit with the student's Pathway goal? • Do three data points below the aim line indicate a change to instruction is necessary? 		

Implementation Plan for mCLASS Administration

Before Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
<input type="checkbox"/> Schedule Data Collection D = District-level decision B = Building-level decision C = Classroom-level decision	<ol style="list-style-type: none"> 1. Schedule assessment windows for at least 1 week after a major school break (D) 2. Do not overlap with major events (e.g., state-level testing) (D/B) 3. Schedule final date by which all data must be collected (D) 4. Coordinate with other events (e.g., prior to parent conferences if you would like the data by then) (B/C) 5. Identify assessment administration days at each school (D/B/C) 	
<input type="checkbox"/> Determine data collection approach. <ul style="list-style-type: none"> • Within classroom • School-wide: one day • School-wide: multiple days 	Consider: <ol style="list-style-type: none"> 1. Number of students to be assessed 2. School calendar and events 3. Assessment window 4. Availability of resources 	
<input type="checkbox"/> Identify who will collect the Benchmark data. <ul style="list-style-type: none"> • Classroom teachers • Paraprofessionals • Specialists • Support staff • Principals • Administrators • Practicum students • Interns • Student teachers 	Consider: <ol style="list-style-type: none"> 1. Number and availability of staff 2. Interest of staff members 3. Budgetary resources 4. Training needs 5. Assessment window 6. Data collection approach 	
<input type="checkbox"/> Ensure all assessors are adequately trained and meet validity standards.	<ol style="list-style-type: none"> 1. Accurate data is essential to good educational decisions. 2. Schedule initial administration training for new assessors. 3. Schedule refresher training for experienced assessors. 	

<input type="checkbox"/> Create schedule for deploying resources during assessment.	<ol style="list-style-type: none"> 1. Secure volunteers or substitutes to assist during data collection. 2. Create schedule for each assessor. (See Assessment Times by Grade.) 3. Assign assessors and volunteers/substitutes to locations. 	
<input type="checkbox"/> Organize student materials.	<p>Consider:</p> <ol style="list-style-type: none"> 1. How many assessment kits do you need? 2. How many assessment kits do you have? 3. Where will assessment kits be stored before, during, and after assessment administration? 	
<input type="checkbox"/> Organize assessor materials.	<ol style="list-style-type: none"> 1. Install the mCLASS app on assessors' devices. 2. Ensure assessors have access to students on mobile devices. 3. Sync devices to install the latest version of the software. 4. Charge mobile devices. 	
<input type="checkbox"/> Determine assessment location(s). <ul style="list-style-type: none"> • Classroom • Hallway/breezeway • Pod • Library • Cafeteria • Multi-purpose room 	<ol style="list-style-type: none"> 1. Prepare assessment "stations" (e.g., 2 chairs, small desk/table). 2. Minimize potential distractions for students (e.g., pull window shades down, erect barriers between stations in a large room). 	

During Assessment Window

Key Action	Considerations / Best Practice	Your Plan
<input type="checkbox"/> Conduct reliability checks.	<ol style="list-style-type: none"> 1. Schedule random reliability checks. 2. Experienced assessors observe and shadow score using Integrity checklists. 	
<input type="checkbox"/> Monitor assessment completion.	<ol style="list-style-type: none"> 1. Login to www.mclasshome.com with your username and password. 2. Click on the Reporting tile. 3. Select the assessment from the black bar at the top (e.g., DIBELS Next) 4. Choose Benchmark Completion. 5. Analyze completion rates. 6. Data is current as of the day prior. 	
<input type="checkbox"/> Review data for discrepancies or anomalies.	<ol style="list-style-type: none"> 1. Follow steps 1-3 above. 2. Choose Comparing Measures. 3. Review school, grade, and class-level data. 4. Return to the home page and click on the assessment tile to review data by classroom. 	

During Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
<input type="checkbox"/> Maintain standardized administration practices.	<ol style="list-style-type: none"> 1. Use only prompts displayed on the Reminders screen. 2. Do not explain the meaning of unknown words to students. 3. Use only approved accommodations from the Assessment manual. 	
<input type="checkbox"/> Manage technology.	<ol style="list-style-type: none"> 1. Be sure to select the correct student before collecting data. 2. If assessment is interrupted, invalidate and re-assess using a progress monitoring form. 3. Sync mobile device at least twice per day. 	
<input type="checkbox"/> Manage student behavior.	<ol style="list-style-type: none"> 1. Be friendly but efficient. 2. Engage each student with eye contact and your body language. 3. If necessary, redirect off-task behavior with standard prompts. 	

After Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
<input type="checkbox"/> Confirm results appear on mCLASS:Home.	<ol style="list-style-type: none"> 1. Go to www.mclasshome.com. 2. Log in with your username and password. 3. Select the orange Sync Status tile on the bottom left to confirm sync. 	
<input type="checkbox"/> Review the scores for each measure to determine which students require instructional support beyond core instruction.	<ol style="list-style-type: none"> 1. Follow steps 1 and 2 above. 2. Select the product tile (e.g., DIBELS Next). 3. Select the Class Summary time of year tab (e.g., BOY). 4. Look at the individual measures (not the Composite Score) to identify which students require support and in which skill(s) support is needed. 	

<input type="checkbox"/> Share data with all who are providing instruction to the student.	1. During grade-level meetings 2. During meetings between administrators and individual teachers 3. During meetings focused on the needs of one or more students	
<input type="checkbox"/> Use data to make educational decisions.	1. What instructional resources are available or needed to support students' skill needs? 2. Who will provide instructional support to students? 3. How will students be grouped for instruction?	
<input type="checkbox"/> Progress monitor students who are receiving support to evaluate the effectiveness of instruction.	1. In what measures will students be progress monitored? 2. Who will collect progress monitoring data? 3. How frequently will progress monitoring data be collected?	

Anticipated Challenges

Challenge	Proposed Solution	Your Plan

DIBELS assessment times by grade level

mCLASS® DIBELS Next®

Measure	Estimate in Minutes
First Sound Fluency (FSF)	1.5
Letter Naming Fluency (LNF)	1.5
Phoneme Segmentation Fluency (PSF)	1.5
Nonsense Word Fluency (NWF)	2
DIBELS Oral Fluency (DORF)	7
Daze	4

Kindergarten			
Measure	BOY	MOY	EOY
FSF	1.5	1.5	
LNF	1.5	1.5	1.5
PSF		1.5	1.5
NWF		2	2
Total minutes	3	6.5	5

Grade 1			
Measure	BOY	MOY	EOY
LNF	1.5		
PSF	1.5		
NWF	2	2	2
DORF		7	7
Total minutes	5	9	9

Grade 2			
Measure	BOY	MOY	EOY
NWF	2		
DORF	7	7	7
Total minutes	9	7	7

Grade 3–6			
Measure	BOY	MOY	EOY
DORF	7	7	7
Daze	4	4	4
Total minutes	11	11	11

Amplify.