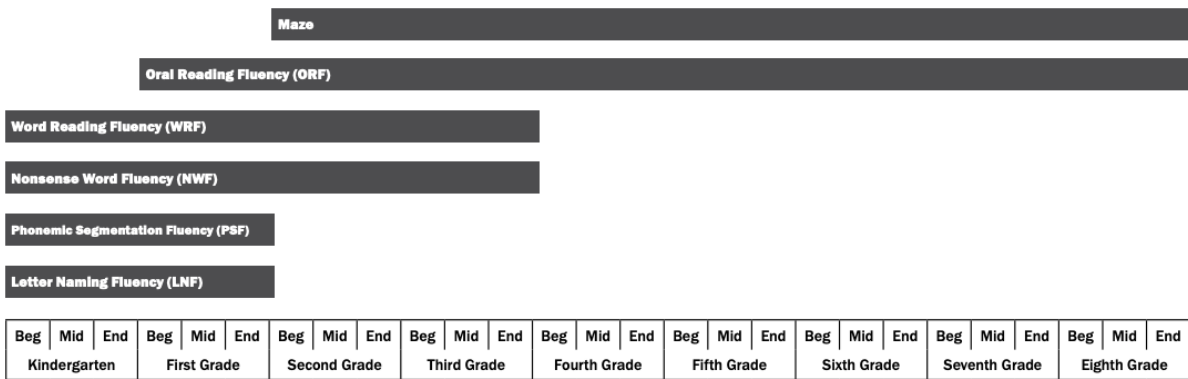


# Middle of Year mClass Report

## 1. Overview

- a. NWABSD’s benchmarking schedule for the 2023-2024 school year is:
  - i. Fall: September 18<sup>th</sup>-September 29<sup>th</sup>
  - ii. Winter: December 4<sup>th</sup>-December 15<sup>th</sup>
  - iii. Spring April 22<sup>nd</sup>-May 3<sup>rd</sup>
  
- b. mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, and progress monitoring. DIBELS8 is part of the mClass assessment.
  - i. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) consists of a set of measures for assessing reading skills with six subtests: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze.



- c. Under HB114 [AK Reads Act] all school districts in Alaska must assess all K-3 students in the fall using the statewide screening tool [mClass]. They [District] should identify students with reading deficiencies, who must take winter and spring assessments. Students with sufficient reading skills are exempt from winter and spring assessments.
  - i. In practice, **all K-3 students** must have a composite score in the system by the end of the district’s selected testing window. A composite score is received when all available subtests have been administered.
    - 1. The following assessments are also required to ensure proper screening of our students...
      - a. Vocabulary is required for all 2-3<sup>rd</sup> graders.
      - b. Rapid Automatic Naming (RAN) needs to be administered to all Kindergarteners and First Grade Students.
      - c. Both Rapid Automatic Naming (RAN) and Spelling should be administered if a student scores below or well below benchmark.

**Table 1.2 Administration Time in Minutes by Grade and Administration Type**

Administration Type	K	1	2-3	4-8
Individual	4-6	5-7	4	2
Group	NA	NA	5	5

## NWABSD Reads Act Plan

### **Students that have scored at benchmark or above benchmark.**

1. **Tier I (Core) 90 min/day all students.**
  1. Into Reading (60m)
  2. ECRI (30m)
  3. Writing (30m)
2. Are progress monitored once a month.

### **Students that have scored below benchmark.**

1. Receive Tier I (Above) and II
  1. **Tier II (Differentiated Core) 20-25 min. 3 days a week, groups of 6+ students**
    1. ECRI pre-teach and reteach.
    2. Into Reading Foundational Skills
2. Are progress monitored once a month.

### **Students that have scored “well below benchmark” are required to have an Individual Reading Improvement Plan (IRIP) developed within 30 days.**

1. Tier III (Intensive Skill-Based Interventions); 30-35 min, 5 days a week, and small groups consisting of 2-3 students.
  1. NCIL Intensifications ECRI Intervention
  2. mClass Groups Recommended Interventions
1. We have 15 days to notify parents their students scoring “below proficient” or “well below proficient.”
2. Meet with guardians, develop plan, and implement IRIP within 30 days.
3. After obtaining a parent’s signature and approval of the IRIP, the intervention (10 weeks) plan begins.
4. Students receive Tier I, II, and III instruction.
5. Progress monitoring occurs every other week.
6. Every four weeks, teams are to review IRIPs and adjust the plan based on what students’ Progress monitoring data shows.

## Resources

<b>mClass Benchmarking Assessment Types</b>			
<a href="#"><u>LNF</u></a>	<b>Letter Naming Fluency</b>	<i>The student is presented with a sheet of letters and asked to name the letters</i>	K-1
<a href="#"><u>PSF</u></a>	<b>Phonemic Segmentation Fluency</b>	<i>Student is asked to say the appropriate sound of the letter. This assessment is timed, and proficiency is determined based on the number of sounds correctly said in one minute.</i>	K-1
<a href="#"><u>NWF-CLS</u></a>	<b>Nonsense Word Fluency/Correct Letter Sounds</b>	<i>The student is allowed 1 minute to produce as many letter-sounds as they can, and the final score is the number of letter-sounds produced correctly in one minute.</i>	K-3
<b>NWF-WRC</b>	<b>Nonsense Word Fluency/Words Read Correctly</b>	<i>Students are given 1 minute to read or sound out as many nonsense words as they can. The final scores the number of nonsense words read or recoded correctly as a whole word within 1 minute.</i>	K-3
<a href="#"><u>WRF</u></a>	<b>Word Reading Fluency</b>	<i>Students are given 1 minute to read as many words (sight words) as they can. The final scores the number of words read or recoded correctly as a whole word within 1 minute.</i>	K-3
<b>ORF-Accu</b>	<b>Oral Reading Fluency-Accuracy</b>		1-6
<a href="#"><u>ORF</u></a>	<b>Oral Reading Fluency-Words Correct in a Minute</b>		
<b>Vocabulary</b>	<b>Vocabulary</b>	<i>This assessment is comprised of different multiple-choice tasks to determine the student's level of knowledge of grade-level words, whether the student has strategies for making meaning of words encountered in text, and whether the student is applying this knowledge to making meaning from text.</i>	1-6
<b>Spelling</b>		<i>This assessment measures the spelling grade-level words. An audio prompt of the target word is provided, and the student uses letter tiles to spell the word.</i>	K-3
<b>RAN</b>		<i>This assessment measures how quickly students can name numeric symbols.</i>	K-3
<b>MAZE</b>		<i>Students read a grade-level passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The student reads the passage silently and applies vocabulary and word knowledge to select the word in each box that best fits the meaning of the sentence.</i>	2-6

## Phonemic Awareness

**Phonemic Awareness** is the ability to identify and manipulate individual sounds (phonemes) in spoken words. It involves recognizing and understanding the sound structure of language, which is crucial for developing reading and spelling skills.

Here are examples of phonemic awareness skills that students should ideally acquire at different grade levels:

### Kindergarten (K):

- Recognize and produce rhyming words (e.g., cat, hat).
- Identify and isolate the initial sounds in words (e.g., recognizing that "dog" starts with /d/).

### Grade 1:

- Blend individual sounds together to form words (e.g., blending /c/, /a/, /t/ to make "cat").
- Segment words into individual sounds (e.g., breaking down "frog" into /f/, /r/, /o/, /g/).

### Grade 2:

- Manipulate sounds within words by adding, deleting, or substituting phonemes (e.g., changing "bat" to "pat" by substituting /b/ with /p/).
- Recognize common sound patterns and word families (e.g., recognizing that words like "cat," "hat," and "bat" share a common ending sound).

### Grade 3:

- Identify and work with more complex sound patterns, such as digraphs (e.g., recognizing that "sh" in "ship" represents a single sound).
- Apply phonemic awareness skills to spelling and decoding more advanced words.

## Phonics

**Phonics** involves connecting the sounds of spoken language (phonemes) to the corresponding letters or letter combinations (graphemes). It focuses on the relationship between sounds and written symbols, helping students decode and read words.

Here are examples of phonics skills that students should ideally acquire at different grade levels:

### Kindergarten (K):

- Recognize and name uppercase and lowercase letters.
- Associate sounds with specific letters (e.g., knowing that the letter "m" represents the /m/ sound).
- Begin to blend sounds together to read simple, one-syllable words.

### Grade 1:

- Decode and read words with common vowel patterns (e.g., recognizing the silent "e" in words like "bike").
- Understand and apply basic phonics rules, such as the use of consonant blends (e.g., "bl" in "blend").
- Read simple, high-frequency words by sight.

### Grade 2:

- Decode and read multisyllabic words.
- Identify and apply more complex vowel patterns (e.g., vowel digraphs like "ea" in "beach").
- Use knowledge of prefixes and suffixes to decode and understand words.

### Grade 3:

- Apply advanced phonics rules, such as understanding diphthongs (e.g., "oi" in "coin").
- Decode and read words with more irregular spelling patterns.
- Use phonics skills to improve spelling and decode unfamiliar words.

## Fluency

Fluency in reading refers to the ability to read with accuracy, speed, and expression. It involves smoothly connecting words in a way that allows for comprehension and understanding of the text.

Here are examples of fluency expectations for students at different grade levels:

---

### Kindergarten (K):

- Demonstrate the ability to track print from left to right and top to bottom.
- Read simple, repetitive books with a steady pace and appropriate expression.
- Use basic sight words and phonics skills to read short sentences aloud.

#### Example Kindergarten Passage (Approximate)

Title: The Happy Kite  
Tim has a happy kite.  
It is red, blue, and green.  
Tim goes to the park.  
Tim runs with the kite.  
The wind blows.  
Up, up, up goes the kite!  
Tim is happy.  
His kite is in the sky.  
It dances in the breeze.  
Look at Tim's happy kite!

Sentences are short and simple, with repetitive words and patterns. The goal is for the kindergarten student to read the passage with increasing speed, accuracy, and expression. Teachers may encourage students to read the passage multiple times, gradually building fluency and confidence. The use of repetitive phrases and familiar words helps support early readers as they work on developing their fluency skills.

---

### Grade 1:

- Read simple texts with increased speed and accuracy.
- Use appropriate intonation and expression while reading.
- Begin to incorporate punctuation cues into reading, pausing at periods and adjusting tone for questions.

#### Example First Grade Passage (Approximate)

Title: The Colorful Kite  
Tim has a colorful kite.  
It is red, blue, and green.  
He takes it to the park.  
Tim runs with the kite.  
The wind blows.  
The kite goes up, up, up!  
Tim is happy.  
His kite is in the sky.  
It dances in the breeze.  
Look at Tim's colorful kite!

*Note that sentences are slightly longer than the kindergarten example, and there is a bit more variety in vocabulary. First-grade students can work on reading this passage with increased fluency, paying attention to expression, pacing, and accuracy. Teachers may encourage repeated readings and provide feedback to help students improve their fluency skills.*

---

**Grade 2:**

- Read with improved accuracy and increased speed, tackling longer and more complex texts.
- Demonstrate the ability to decode unfamiliar words using phonics skills.
- Read with appropriate prosody, varying pitch, tone, and pace for different types of text.

**Example Second Grade Passage (Approximate)**

Title: The Whirling Rainbow Kite

Tim proudly owns a whirling rainbow kite.

Its vibrant hues include shades of red, blue, and green.

Excitedly, he heads to the park.

Tim races with his magnificent kite.

A gentle breeze begins to blow.

The kite soars higher and higher, gracefully dancing in the air.

Tim wears a big grin.

His spectacular kite decorates the sky, swaying with the whims of the breeze.

Observe Tim's whirling rainbow kite!

*Longer sentences, more descriptive language, and a slightly more complex vocabulary, making it suitable for second-grade students working on fluency. The challenge is to maintain a smooth and expressive reading pace while grasping the nuances of the extended sentences. Repeated readings and teacher guidance can help students enhance their fluency skills with this passage.*

---

**Grade 3:**

- Read grade-level texts with a higher degree of fluency, demonstrating automatic word recognition.
- Adjust reading rate based on the type of text and purpose (e.g., reading slowly for comprehension or more quickly for fluency).
- Read aloud with expression, conveying the meaning and emotions of the text.

**Example Third Grade Passage (Approximate)**

Title: The Joyful Adventure of Tim's Spectacular Kite

Tim enthusiastically owns a spectacular kite adorned with vibrant shades of red, blue, and green. Today, he ventures to the park with his eye-catching creation.

With boundless energy, Tim sprints across the grass, gripping the kite's string firmly. As a gentle breeze starts to blow, the kite gracefully ascends, soaring higher and higher into the sky.

Tim's face lights up with joy. His magnificent kite, like a skilled dancer, elegantly maneuvers through the air, responding to the subtle shifts in the breeze.

A broad smile stays on Tim's face as he marvels at his extraordinary kite, proudly dominating the sky with its lively dance.

Witness the awe-inspiring adventure of Tim and his spectacular kite!

*This version introduces more complex vocabulary, longer sentences, and a richer description to align with a third-grade reading level.*

---

**Grade 4:**

- Reading Speed and Accuracy: A fourth-grade student should be able to read grade-level texts at an appropriate speed with a high level of accuracy, minimizing errors in decoding.

- Expression and Prosody: They should read with expression and prosody, adjusting their tone, pitch, and pacing to match the meaning and emotions of the text.
- Phrasing and Chunking: Fluent readers in fourth grade can read in meaningful phrases and chunks, avoiding a word-by-word reading approach.
- Punctuation Awareness: They should be able to use punctuation cues to guide their reading, pausing appropriately at the end of sentences and adjusting tone for questions.

#### Example Fourth Grade Passage (Approximate)

Title: Tim's Thrilling Kite Expedition

Tim proudly possesses a remarkable kite adorned with a brilliant array of red, blue, and green hues. Today, he embarks on a journey to the park, eager to explore the capabilities of his captivating creation.

With a burst of enthusiasm, Tim races across the open field, clutching the kite's string with determination. A gentle breeze begins to weave through the air, prompting the majestic ascent of the kite, which gracefully climbs to new heights.

A radiant smile graces Tim's face, reflecting the sheer joy of witnessing his extraordinary kite in action. Like a seasoned performer, the kite dances and glides through the sky, responding with finesse to the subtle shifts in the wind.

Tim marvels at the aerial spectacle, appreciating the intricate dance of his kite against the backdrop of the boundless sky. The experience leaves an indelible mark on Tim's memory, a testament to the thrill of conquering the skies with his magnificent creation.

Witness the awe-inspiring expedition of Tim and his thrilling kite!

*Sophisticated vocabulary, complex sentence structures, and a deeper exploration of emotions and experiences to align with a fourth grade reading level. The passage aims to challenge and engage fourth-grade students while providing opportunities to enhance their fluency skills.*

---

#### Grade 5:

- Reading Longer and More Complex Texts: A fifth-grade student should be able to handle longer and more complex texts with increased fluency, maintaining accuracy and speed.
- Fluent Decoding: They can decode multisyllabic words and unfamiliar vocabulary with greater ease, demonstrating advanced phonics and decoding skills.
- Expression of Tone and Emotion: Fluent fifth-grade readers should express the tone and emotion of the text effectively, enhancing comprehension and engagement.
- Adjusting Reading Rate: They can adjust their reading rate based on the type of text and purpose, reading slowly for comprehension and more quickly for fluency.

#### Example Fifth Grade Passage (Approximate)

Title: The Aerial Mastery of Tim's Kaleidoscopic Kite

Tim possesses an extraordinary kite adorned with a vibrant palette of red, blue, and green hues. Today, he embarks on an expedition to the park, driven by the desire to unveil the full potential of his mesmerizing creation.

With unwavering determination, Tim accelerates across the expansive field, firmly gripping the kite's tether. A subtle breeze orchestrates the majestic ascent of the kite, elevating it gracefully to new altitudes.

A radiant smile illuminates Tim's face, mirroring the sheer delight of witnessing his kite's aerial prowess. Like a skilled performer, the kite executes a choreography in the sky, responding with finesse to the nuanced currents of the wind.

Tim, captivated by the spectacle, appreciates the intricate dance of his kite against the vast canvas of the sky. This moment becomes a testament to the exhilarating experience of conquering the heavens with his magnificent creation.

Witness the breathtaking aerial mastery of Tim and his kaleidoscopic kite!



*This version incorporates more advanced vocabulary, sophisticated sentence structures, and a deeper exploration of emotions and experiences to align with a fifth-grade reading level. The passage aims to engage and challenge fifth-grade students while providing opportunities to further develop their fluency skills.*

## Vocabulary

Vocabulary is a critical component in the development of reading skills because it supports both word recognition and language comprehension. A robust vocabulary contributes to fluent decoding and a deeper understanding of written language, ultimately fostering proficient reading comprehension.

### Kindergarten:

- Vocabulary Skills:
  - Develop a foundational vocabulary by identifying and using common sight words.
  - Participate in conversations and activities that contribute to word acquisition.
- Language Development:
  - Begin to understand and respond to simple instructions.
  - Explore basic word meanings in stories and engage in vocabulary-rich interactions.

### Grade 1:

- Vocabulary Skills:
  - Expand sight word recognition and demonstrate basic phonetic awareness.
  - Use a growing vocabulary in both spoken and written language.
- Language Development:
  - Follow more complex instructions and express ideas more clearly.
  - Use context clues to comprehend the meanings of words in sentences.

### Grade 2:

- Vocabulary Skills:
  - Read high-frequency words fluently and decode multisyllabic words.
  - Actively explore and incorporate new words into vocabulary.
- Language Development:
  - Understand and use context to derive meaning from words.
  - Discuss and comprehend the meanings of words encountered in reading and discussions.

### Grade 3:

- Vocabulary Skills:
  - Read grade-level texts with fluency and expression, expanding vocabulary.
  - Recognize and understand words with prefixes, suffixes, and root words.
- Language Development:
  - Grasp figurative language and interpret meanings in various contexts.
  - Explain the meanings of words encountered in reading with greater depth.

### Grade 4:

- Vocabulary Skills:
  - Expand vocabulary through exposure to diverse texts.
  - Analyze and understand words with more complex word structures.
- Language Development:
  - Use context to determine the meaning of multiple-meaning words.
  - Demonstrate an enhanced understanding of word relationships.

### Grade 5:

- Vocabulary Skills:
  - Read and comprehend grade-level texts independently, further enriching vocabulary.
  - Use context to decipher meanings of complex words.
- Language Development:
  - Identify and understand figurative language, including idioms.
  - Utilize a broad vocabulary to express ideas clearly in both written and spoken forms.

## Comprehension

### Kindergarten (K):

- **Comprehension Skills:**
  - Begin to understand and respond to basic instructions in various contexts.
  - Engage in simple stories and activities to develop foundational comprehension skills.
- **Language Development:**
  - Participate in vocabulary-rich conversations to support overall language comprehension.
  - Use basic language skills to express thoughts and ideas.

### Grade 1:

- **Comprehension Skills:**
  - Follow more complex instructions and comprehend basic written and spoken information.
  - Develop basic comprehension skills through discussions and activities.
- **Language Development:**
  - Express ideas more clearly using an expanding vocabulary.
  - Engage in conversations that contribute to language comprehension.

### Grade 2:

- **Comprehension Skills:**
  - Read and comprehend grade-level texts with an increasing level of complexity.
  - Use context clues to enhance understanding of written and spoken content.
- **Language Development:**
  - Discuss and comprehend the meanings of words encountered in reading and discussions.
  - Develop language skills to support deeper comprehension.

### Grade 3:

- **Comprehension Skills:**
  - Demonstrate improved comprehension of narratives and informational texts.
  - Apply strategies to understand and interpret the meaning of words in context.
- **Language Development:**
  - Grasp figurative language and use it to enhance comprehension.
  - Engage in discussions that require a more nuanced understanding of language.

### Grade 4:

- **Comprehension Skills:**
  - Read and comprehend grade-level texts independently.
  - Utilize comprehension strategies to analyze and interpret information effectively.
- **Language Development:**
  - Use context to determine the meaning of words and phrases.
  - Develop language skills that contribute to a deeper understanding of text.



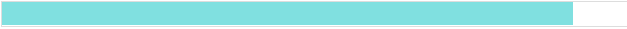




### Grade 5:

- **Comprehension Skills:**
  - Read and comprehend more complex texts across various genres.
  - Apply advanced comprehension strategies to extract meaning from written and spoken language.
- **Language Development:**
  - Identify and understand figurative language, contributing to overall comprehension.
  - Utilize a broad vocabulary to express ideas clearly and enhance comprehension.

# Completion: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: District Grade Divider: On	Grade: 6 Grades District: Northwest Arctic Borough Sd	School Year: 2023-2024 Period: 23-24 EOY As Of: 05/20/2024	Show Completion For: DIBELS 8th Edition

Student Filters: Classed/Unclassed: Official Class Assigned

Current as of 05/18/2024							
District		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Northwest Arctic Borough Sd	23-24 EOY				840	94%	6%
Northwest Arctic Borough Sd							
Grade K	23-24 EOY				129	92%	8%
Grade 1	23-24 EOY				159	91%	9%
Grade 2	23-24 EOY				124	91%	9%
Grade 3	23-24 EOY				134	96%	4%
Grade 4	23-24 EOY				149	97%	3%
Grade 5	23-24 EOY				145	94%	6%

# Correlation

## View

Segment Results by: District  
 Grade Divider: On  
 Display Data As: Head Count

## Population

Show Students Enrolled: Now  
 Grade: 6 Grades  
 District: Northwest Arctic Borough Sd

## 1 Measure 1

Assessment: DIBELS 8th Edition  
 Measure: Composite Score  
 School Year: 2023-2024  
 Period: 23-24 BOY

## 2 Measure 2

Assessment: DIBELS 8th Edition  
 Measure: Composite Score  
 School Year: 2023-2024  
 Period: 23-24 EOY

**675** students with results in measures 1 & 2



Northwest Arctic Borough Sd

