The mCLASS Guide to Best Practices

Benchmark Administration

Component	Basic	Developing	Integrated
Training	Assessment team trained	Teachers trained	• Mentor and/or instructional team provide training • Training is differentiated for new versus experienced users
Assessment Administration	Assessment team	Mentor and/or instructional team supporting teachers	Teachers have ownership of administration and request support as needed
Assessment Rates	At least 50% of students in each class within window	75% students in each class within window	100% of students within window
Debriefing Process	Some processes in place but not currently utilized	Processes in place; moderate usage	Process used consistently to improve assessment logistics and strategy of data collection
Analyzing Assessment Integrity Process	Some processes in place but not currently utilized	Informal process to monitor assessment integrity	Formal process and reliability checks

Progress Monitoring Administration

Component	Basic	Developing	Integrated
Training	Mentor, instructional team trained	Teachers trained	• Refresher training on progress monitoring during the year • Progress monitoring is an ongoing topic during staff development time
Assessment Administration	Assessment team	Mentor and/or instructional team supporting teachers	Teachers
Assessment Rates	Minimal and/or sporadic progress monitoring	• Plan (criteria, frequency) developed • Some progress monitoring according to plan	• Plan fully developed and executed • Progress monitoring at desired rate
Debriefing Process	Some processes in place but not currently utilized	Processes in place; moderate usage	Process used consistently to improve assessment logistics and strategy of data collection

Use of Benchmark Data

Component	Basic	Developing	Integrated
Training	Teachers receive training on how to access reports	Mentor and instructional team receive professional development on uses of data to plan and evaluate effectiveness of instruction	• Mentors and administrators receive professional development on uses of data to identify and validate need for support at a system level • Instructional team members lead ongoing professional development on strategies to address instructional needs identified through data
Data Conversations	General data conversations occur after assessments	Mentors and instructional team review class data following each assessment window to identify and validate need for support	Teachers regularly initiate data conversations with other teachers, mentors, administrators, and parents
Using Data to Inform Instruction	Teachers and instructional team members share strategies to address instructional needs identified through data	Teachers implement differentiated instruction among groups based on benchmark data	School-wide decisions regarding instructional needs and support, including curriculum, are informed by using benchmark data
Evaluating Literacy Materials	Curriculum evaluations do not include benchmark data analysis	Mentor and instructional team use benchmark data to evaluate curricula	Mentor and/or administrators use benchmark data to determine resource allocation
Goal Setting	Minimal use of benchmark data in setting school-wide goals	Benchmark data inform school-wide goals; goals are revisited on occasion	Benchmark data are an important factor in consistently driving and monitoring school-wide goals
Administrator Data Usage	Administrator monitors status reports	Administrator refers to performance data in meetings with staff	Administrator uses performance data to inform school-wide decisions

Use of Progress Monitoring Data

Component	Basic	Developing	Integrated
Training	Teachers trained on how to access reports	Mentor, instructional team, and administrators receive professional development on uses of data to plan and evaluate effectiveness of instruction	Teachers and instructional team regularly suggest topics for professional development to address needs they have for instructional strategies based on students in their classes
Data Conversations	General data conversations occur after assessments	Mentor and instructional team use progress monitoring data consistently to identify and validate need for effectiveness of instruction	Teachers and instructional team members regularly initiate data conversations with other teachers, mentors, administrators, and parents
Using Data to Inform Instruction	Teachers seldom use progress monitoring results when differentiating instruction	Teachers and instructional team members modify their instruction based on progress monitoring results	Teachers and instructional team members use a variety of strategies to modify their instruction based on progress monitoring results
Evaluating Literacy Materials	Progress monitoring data seldom used for curricular decisions	Mentor uses progress monitoring data to inform curricular decisions	Teachers and instructional team members use progress monitoring data to inform curricular decisions
Goal Setting	Instructional team occasionally uses progress monitoring data to set student goals	Instructional team inconsistently uses progress monitoring data to set student goals	Instructional team regularly uses progress monitoring data to set student goals
Administrator Data Usage	Administrator monitors status reports	Administrator refers to performance data in meetings with staff	Administrator uses performance data to inform school-wide decisions

The following terms are used throughout the document:

Mentor
Specialist personnel such as coaches, experienced teachers, and lead literacy teachers.

Administrator
Members of a school's or district's administration, such as principals and supervisors.

Basic
Characteristics of a school or district that may have just begun to administer assessments and train staff, but may not have clear implementation processes in place. Existing processes may be inconsistent, with some teachers using data to make decisions and others still getting used to formative assessment practices. (Typical of 1–2 years of implementation experience.)

Developing
Characteristics of a school or district that is experiencing growing awareness and support of best practices regarding data analysis and implementation and are setting clear goals to improve implementation. (Typical of 2–3 years of implementation experience.)

Integrated
Characteristics of a school or district that has created a culture of system-wide capacity regarding data analysis, usage and decision-making, with ongoing professional development and an effectively executed implementation plan. (Typical of 3–5 or more years of implementation experience.)

Instructional team
Support personnel such as reading specialists, speech-language pathologists, and resource-room teachers.

Teacher
The classroom teacher.

55 Washington Street, Suite 900, Brooklyn, NY 11201-1071 – (212) 213-8177

For more information, call Amplify toll-free at 1-866-212-8688 or visit www.amplify.com

Amplify insight.
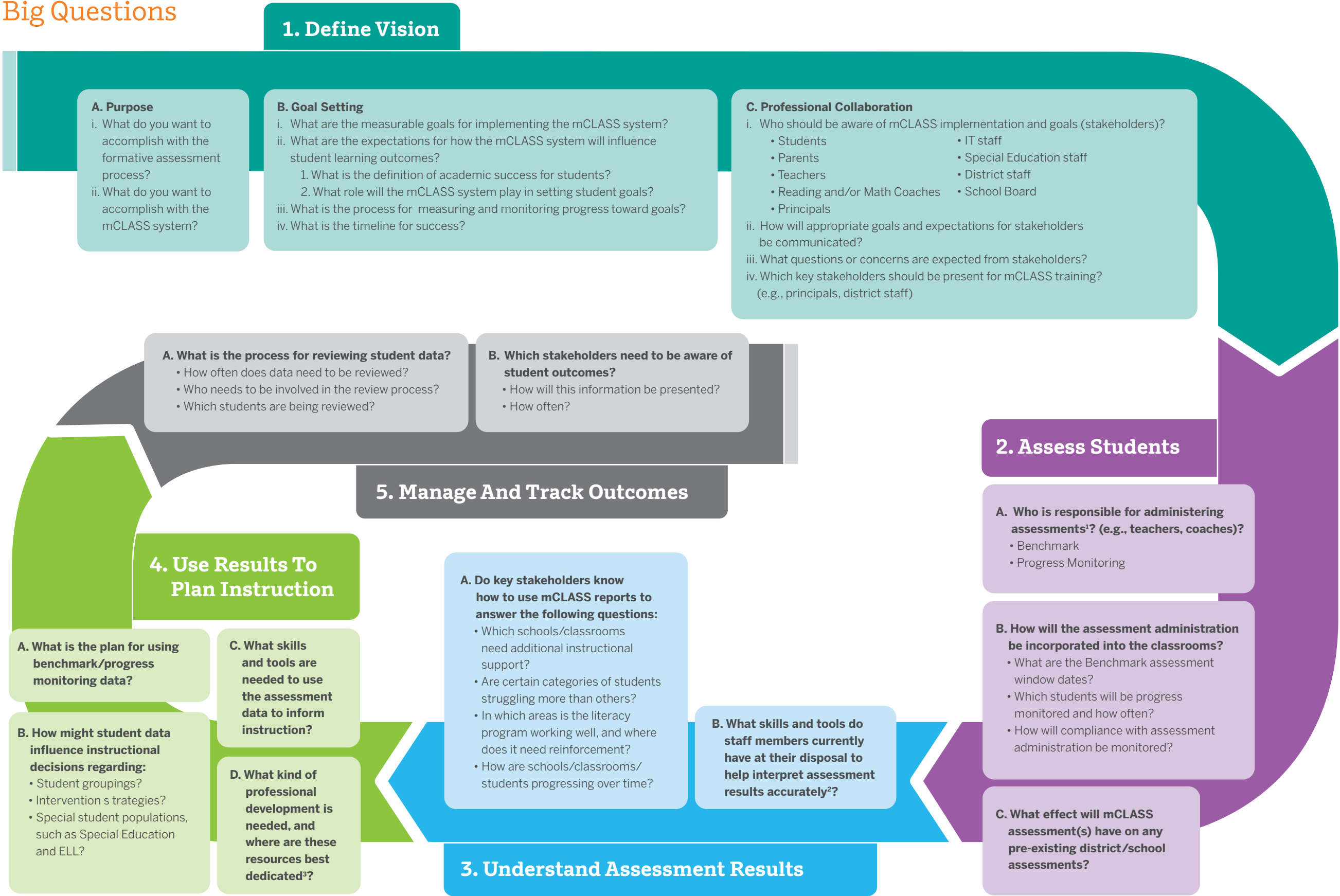
mCLASS Road Map

Introduction

**Welcome to the mCLASS®
Road Map!** We developed this
road map to help schools realize
the full value of their investment in
the mCLASS system. Through our
work with thousands of schools,
we have learned that the partners
who realize the greatest value
from mCLASS solutions have both
a vision and clear expectations for
their use within the instructional
program. Every school system has
different objectives and needs,
and this document is designed to
help you define how the mCLASS
system can best support you in
achieving your goals. For the
duration of your mCLASS
implementation, we look forward
to collaborating with you on using
the road map as a flexible,
adaptable guide. Amplify Insight is
committed to helping you achieve
your goals, and we appreciate the
opportunity to work with you.

The mCLASS Road Map has two
main sections:

1. Big Questions – This section
helps to define your unique, overall
goals for using mCLASS solutions
and services, and to set the roles,
objectives, and expectations
needed to meet those goals.

2. The mCLASS Guide to Best
Practices – This section provides
suggested proficiency guidelines
for Benchmark and Progress
Monitoring assessment; using
mCLASS reports; and data-driven
instructional decision making.

Amplify insight.

Big Questions

1. Define Vision

A. Purpose
i. What do you want to
accomplish with the
formative assessment
process?
ii. What do you want to
accomplish with the
mCLASS system?

B. Goal Setting
i. What are the measurable goals for implementing the mCLASS system?
ii. What are the expectations for how the mCLASS system will influence
student learning outcomes?
  1. What is the definition of academic success for students?
  2. What role will the mCLASS system play in setting student goals?
iii. What is the process for measuring and monitoring progress toward goals?
iv. What is the timeline for success?

C. Professional Collaboration
i. Who should be aware of mCLASS implementation and goals (stakeholders)?
  • Students   • IT staff
  • Parents   • Special Education staff
  • Teachers   • District staff
  • Reading and/or Math Coaches   • School Board
  • Principals
ii. How will appropriate goals and expectations for stakeholders
be communicated?
iii. What questions or concerns are expected from stakeholders?
iv. Which key stakeholders should be present for mCLASS training?
  (e.g., principals, district staff)

A. What is the process for reviewing student data?
  • How often does data need to be reviewed?
  • Who needs to be involved in the review process?
  • Which students are being reviewed?

**B. Which stakeholders need to be aware of
student outcomes?**
  • How will this information be presented?
  • How often?

5. Manage And Track Outcomes

2. Assess Students

**A. Who is responsible for administering
assessments[1]? (e.g., teachers, coaches)?**
  • Benchmark
  • Progress Monitoring

**B. How will the assessment administration
be incorporated into the classrooms?**
  • What are the Benchmark assessment
window dates?
  • Which students will be progress
monitored and how often?
  • How will compliance with assessment
administration be monitored?

**C. What effect will mCLASS
assessment(s) have on any
pre-existing district/school
assessments?**

4. Use Results To Plan Instruction

**A. What is the plan for using
benchmark/progress
monitoring data?**

**C. What skills
and tools are
needed to use
the assessment
data to inform
instruction?**

**B. How might student data
influence instructional
decisions regarding:**
  • Student groupings?
  • Intervention s trategies?
  • Special student populations,
such as Special Education
and ELL?

**D. What kind of
professional
development is
needed, and
where are these
resources best
dedicated[3]?**

**A. Do key stakeholders know
how to use mCLASS reports to
answer the following questions:**
  • Which schools/classrooms
need additional instructional
support?
  • Are certain categories of students
struggling more than others?
  • In which areas is the literacy
program working well, and where
does it need reinforcement?
  • How are schools/classrooms/
students progressing over time?

**B. What skills and tools do
staff members currently
have at their disposal to
help interpret assessment
results accurately[2]?**

3. Understand Assessment Results