





mCLASS Reading 3D Benchmark and Progress Monitoring Schedule

(As required by SBE Policy GCS-J-002)

Benchmark Assessment		Progress Monitoring			
BOY, MOY, and EOY		Progress monitoring, at the following rates, is required for all students and is determined by the risk levels identified through benchmark results			
DIBELS Next 	Early Literacy Diagnostic 	DIBELS Next 	Early Literacy Diagnostic 		
Avoid misadministrations by following scripted directions from Mr. Say verbatim Invalidations for poor student performance are not allowed					
<ul style="list-style-type: none"> ▪ Administer designated grade-level measures to all students ▪ Record all responses to ensure results are an accurate visual representation of sounds/words/attempts made by student ▪ For DORF, administer all three passages ▪ Administer DORF Retell immediately after each passage (text is removed) 		<p style="text-align: center;"> Red-minimum of every 10 instructional days Yellow-minimum of every 20 instructional days Green/Blue-minimum of once per grading period </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Progress monitoring in one DIBELS Next measure is required (after appropriate instruction in skill deficit has been provided) ▪ DIBELS Next measure should be key skill or lowest skill not mastered ▪ For DORF, administer one passage ▪ Administer DORF Retell immediately after passage (text is removed) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Only one passage is required ▪ 100-150 words read orally are sufficient for error-pattern analysis ▪ Text may be “lukewarm” read ▪ Four Oral Comprehension questions are available on the assessment device (select one from each area if book-specific questions are not included) ▪ Adjust level for the next PM based on accuracy rate and comprehension combined with student response to instruction and teacher judgment </td> </tr> </table>		<ul style="list-style-type: none"> ▪ Progress monitoring in one DIBELS Next measure is required (after appropriate instruction in skill deficit has been provided) ▪ DIBELS Next measure should be key skill or lowest skill not mastered ▪ For DORF, administer one passage ▪ Administer DORF Retell immediately after passage (text is removed) 	<ul style="list-style-type: none"> ▪ Only one passage is required ▪ 100-150 words read orally are sufficient for error-pattern analysis ▪ Text may be “lukewarm” read ▪ Four Oral Comprehension questions are available on the assessment device (select one from each area if book-specific questions are not included) ▪ Adjust level for the next PM based on accuracy rate and comprehension combined with student response to instruction and teacher judgment
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<ul style="list-style-type: none"> ▪ Administration of TRC must be timed ▪ Use secure benchmark books (kit of 68 provided by NCDPI) ▪ Text must be “cold” read ▪ Written Comprehension questions required for Levels F and above (both questions must be answered; final score is lowest of two scores) ▪ Students may refer to book for Oral/Written Comprehension questions (text is removed for Retell) ▪ Teachers may not read or explain questions to students ▪ Teachers may not prompt students to read questions aloud ▪ Word Recognition required for levels PC-E (optional after mastery of all word lists) 					
<p>Benchmark results are used to identify instructional needs and determine corresponding progress monitoring schedules; MSV analysis of TRC results for benchmarks and progress monitoring (all students) is a critical component in this process of developing and sustaining reading success.</p>		<p>The frequency of the progress monitoring schedule, outlined above, is considered a minimum expectation for each risk-level. Teachers may monitor more frequently as needed (e.g., working with tiers within the MTSS framework). Progress monitoring results are used to guide and inform effective instruction. Fidelity report parameters should be set at 3 weeks, 5 weeks and “any at all” to reflect number of instructional days.</p>			