OKLAHOMA STATE DEPARTMENT OF EDUCATION

mCLASS® DIBELS 8th Edition

Technical Support

Universal Screening for Risk of Reading Difficulties, including Characteristics of Dyslexia

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Strong Readers Act and screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.

August 2025

mCLASS® DIBELS 8th Edition: Amplify Education, Inc. Screening Technical Guidance

General Information

Contact Information

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Administration Information

Setting	This assessment is administered online.	
Average Time	Kindergarten	2-4 minutes per student 3-15 minutes per group
	1st grade	3-5 minutes per student 3-15 minutes per group
	2nd grade	1-3 minutes per student 7-19 minutes group
	3rd grade & above	1-3 minutes per student 7-19 minutes group
Characteristics of Dyslexia	To meet statutory requirements, advanced phonemic awareness (phoneme manipulation) must be assessed as appropriate. To meet this requirement with mCLASS® DIBELS 8th Edition, the Phonological Awareness Screening Test (PAST) must also be given for students in 3rd grade for additional data. Guidance for how to consider the PAST in relation to mCLASS® DIBELS 8th Edition is provided below.	

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
K -3rd Grade	Administer Universal screening to all students. *Results are reported on the Strong Readers Survey: Beginning of Year report. Write SLIP and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students. Adjust SLIP for students as needed. Write SLIP for students who have dropped below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting mCLASS DIBELS 8th edition assessments remotely can be found here: https://remotemclass.amplify.com/

Assessment Administration

Universal Assessment Components

According to the vendor's submission for state approval, the subtests indicated below should be administered in each grade level. The same tests for each grade level should be used in each screening window (beginning, middle, and end of year).

Districts may also choose to use the Amplify Oral Language Screener in kindergarten through 2nd grade as an optional addition for more information.

Kindergarten	- LNF — Letter Naming Fluency - PSF — Phoneme Segmentation Fluency - NWF — Nonsense Word Fluency - WRF — Word Reading Fluency - mVS — mCLASS Vocabulary Screener
1st grade	- LNF — Letter Naming Fluency - PSF — Phoneme Segmentation Fluency - NWF — Nonsense Word Fluency - WRF — Word Reading Fluency - ORF — Oral Reading Fluency - mVS — mCLASS Vocabulary Screener
2nd grade	- NWF — Nonsense Word Fluency - WRF — Word Reading Fluency - ORF — Oral Reading Fluency - MAZE — Maze Reading Comprehension - mVS — mCLASS Vocabulary Screener
3rd Grade	- NWF — Nonsense Word Fluency - WRF — Word Reading Fluency - ORF — Oral Reading Fluency - MAZE — Maze Reading Comprehension - mVS — mCLASS Vocabulary Screener

Assessment Administration

Administering the Dyslexia Subtests

Rapid Automatic Naming (RAN) measure is administered on a computer or tablet, with a shared teacher-student interface. Students are presented with 50 stimulus items (five rows of ten) of five randomly alternated numbers. The student must orally identify the stimulus items as quickly as possible. The final score is the time it takes a student to name all of the items. RAN can be administered from the beginning of kindergarten to the end of grade 3.

Spelling is administered in small groups of 3-4 students on the student assessment platform. The target word is spoken, and the student uses letter tiles to spell the word. Like traditional spelling tests, the measure score provides the total number of words spelled correctly (WSC). To increase the sensitivity of the measure, the number of Correct Letter Sequences (CLS, number of letters correctly sequenced within a word) is also calculated to provide partial credit for words as students' progress to becoming good spellers.

Special Considerations

Accommodations

mCLASS® with DIBELS 8th Edition is a tool used to assess the developing reading skills of all students who are learning to read, except for: a) students who are deaf; b) students who have fluency or oral motor speech disabilities (e.g., oral apraxia); c) students who are learning to read in a language other than English or Spanish; and d) students with severe disabilities. Use of mCLASS® with DIBELS 8th Edition and TRC is appropriate for all other students, including those in special education for whom reading connected text is an Individualized Education Program (IEP) goal. For students receiving special education, it may be necessary to adjust goals and timelines, use out-of-grade materials for progress monitoring, and provide accommodations as part of the administration. (See Kaminski et al. (2007) for a deeper discussion on the use of DIBELS® for diverse learners.)

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their proficiency in the core early literacy skill areas.

Approved accommodations for the mCLASS® assessments are unlikely to change how the assessment functions. Scores can be reported and interpreted as official when approved accommodations are used. Approved accommodations should only be used when necessary to provide an accurate assessment of student skills. The assessments should be administered and scored according to standardized criteria whenever possible.

Approved Accommodations	LNF	PSF	NWF	WRF	ORF	Maze
Quiet setting for testing	X	X	X	X	X	X
Breaks in between measures	X	X	X	X	X	X
Assistive technology (e.g., hearing aids, assistive listening devices, glasses)	X	X	X	X	X	X
Enlarged student materials	X		X	X	X	X
Colored overlays, filters, or lighting adjustments	X		X	X	X	X
Marker or ruler for tracking	X		X	X	X	X

The following accommodations are **not approved**. Use of these accommodations would cause scores to be invalid.
- The use of a computer for typing responses to written items
- Reading directions for written items aloud to the student
- Extended time to complete assessment

Using the Data to Determine Risk

Grade Level Targets

The following descriptors are provided by Amplify to assist in interpreting student scores. For more in-depth explanation, please refer to the DIBELS 8 Technical Manual provided by the publisher.

The DIBELS 8th Edition benchmark goals and cut points for risk were set using (a) receiver operating characteristic (ROC) curve analyses from the 2018-2019 validity study, (b) criteria set by the National Center on Intensive Intervention (NCII), and (c) percentile rank estimates from the 2017-2018 and 2018-2019 research samples. There are two types of cut-scores for classifying students. The first score, called the risk cut-score, can be used to classify students who are at risk for reading difficulties, including dyslexia. The second score, called the benchmark goal, can be used to classify students who are at some risk for not meeting proficiency goals versus those who are on track for meeting proficiency goals.

The scores listed on the following chart are the composite scores determined by the required assessments listed above. The composite scores listed in the table reflect the grade-level target scores. **Students scoring below this score are considered at-risk for not meeting grade level reading expectations and should be placed on a Student Literacy Intervention Plan (SLIP).**

Determining Risk for Characteristics of Dyslexia

Using the Data to Determine Risk

Early identification of reading difficulty is critical. For students to succeed, they must be provided intensive interventions in key skill areas as early as possible (Fien & Nelson, 2018). A hallmark for students with dyslexia is difficulty with word reading. The key symptoms of dyslexia and word reading challenges are difficulty with the awareness and ability to manipulate the sound structure of language (phonological awareness), the ability to map the sound structure of language onto print (alphabetic principle), and the ability to blend those sounds to read words (phonemic recoding) (Fien & Nelson, 2019).

Secondary consequences may include problems with reading fluency, and reading comprehension and reduced reading experiences that can impede growth of vocabulary knowledge. Difficulty with RAN can also compound the challenge of learning to read. Deficits in RAN have been shown to be a robust indicator of risk for dyslexia in children (Gaab, 2017).

mCLASS combines the latest edition of DIBELS, which has been validated for dyslexia screening, with additional measures to address the full range of skills associated with dyslexia risk. Difficulty in one or more of these areas indicates risk for additional reading difficulties, which could potentially be related to dyslexia. Educators using these measures to identify risk for dyslexia receive an additional risk indicator in their mCLASS reporting. **Students who are identified as at-risk on the DIBELS overall composite score and at-risk in either Spelling or RAN have this risk indicator displayed with their assessment results, signifying risk of reading difficulties, including those related to dyslexia.**

Decision Guide

See the *mCLASS Additional Assessment Measures Decision Guide* at https://mclass.amplify.com/support_center/mCLASS_Additional_Assessment_Measures.pdf for further explanation of each assessment and how to use the reports to determine risk for characteristics of dyslexia.

Data Benchmarks

*These cut scores, provided by Amplify based on their research, may not align with OSDE percentile rank guidance. If discrepancies occur, use these cut scores.

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	200-279	200-355	200-405
	Below Benchmark	280-305	356-370	406-419
	At Benchmark	**306+**	**371+**	**420+**
1st grade	Well Below Benchmark	200-320	200-376	200-426
	Below Benchmark	321-329	377-388	427-440
	At Benchmark	**330+**	**389+**	**441+**
2nd grade	Well Below Benchmark	200-315	200-372	200-420
	Below Benchmark	316-328	373-388	421-438
	At Benchmark	**329+**	**389+**	**439+**
3rd grade	Well Below Benchmark	200-313	200-376	200-423
	Below Benchmark	314-331	377-392	424-441
	At Benchmark	**332+**	**393+**	**442+**
4th grade	Well Below Benchmark	200-309	200-379	200-420
	Below Benchmark	310-330	380-398	421-441
	At Benchmark	**331+**	**399+**	**442+**
5th grade	Well Below Benchmark	200-312	200-379	200-435
	Below Benchmark	313-334	380-393	436-448
	At Benchmark	**335+**	**394+**	**449+**

Data Benchmarks

Kindergarten Assessment Pathway

Kindergarten students are only required to be screened for characteristics of dyslexia at the beginning of the year. Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score	200-279	Well Below Benchmark/ At Risk
	mCLASS RAN	>124	Well Below Benchmark/ At RIsk
	mCLASS Spelling	n/a	n/a
Middle of Year (MOY)	Reading Composite Score	200-355	Well Below Benchmark / At risk
	mCLASS RAN	>124	Well Below Benchmark / At risk
	mCLASS Spelling	0-6	Well Below Benchmark / At risk
End of Year (EOY)	Reading Composite Score	200-405	Well Below Benchmark / At risk
	mCLASS RAN	>124	Well Below Benchmark / At risk
	mCLASS Spelling	0-17	Well Below Benchmark / At risk

Determining risk for characteristics of dyslexia:

The Risk Indicator is a feature in mCLASS classroom and aggregate reports for educators who want to flag students whose assessment results suggest they might be at additional risk for reading difficulties, including difficulty related to dyslexia. The risk indicator is based on a combination of the DIBELS 8th Edition Composite score and the mCLASS RAN and/or mCLASS Spelling score.

Students who are identified as "at risk" have the Risk Indicator displayed to the right of their name on the Benchmark Class Summary after the most recent Benchmark assessment and on the Benchmark Class Summary - TOY. The Download Your Data (DYD) export also includes a column displaying the Risk Indicator Level.

Data Benchmarks

⚠ Risk Indicator

Example Benchmark Class Summary Report: Ali, Sameer

Grade 1 Last Name, First Name	Composite Goal 330	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
Ali, Sameer ⚠	302 Well Below	6 Well Below	10 Well Below	2 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below
Archer, Aiden	329 Below	41 Below	33 Benchmark	29 Below	9 Benchmark	11 Below	62% Below	8 Below	—	19 Benchmark	—	—
Bernal, Ana	329 Below	34 Below	40 Benchmark	20 Well Below	5 Benchmark	10 Below	73% Benchmark	22 Benchmark	—	19 Benchmark	—	—

1st Grade Assessment Pathway

1st grade students are only required to be screened for characteristics of dyslexia at the beginning of the year. Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	200-320	Well Below Benchmark / At risk
	mCLASS RAN	>76	Well Below Benchmark / At risk
	mCLASS Spelling	0-23	Well Below Benchmark / At risk
Middle of Year (MOY)	Reading Composite Score*	200-376	Well Below Benchmark / At risk
	mCLASS RAN	>76	Well Below Benchmark / At risk
	mCLASS Spelling	0-24	Well Below Benchmark / At risk
End of Year (EOY)	Reading Composite Score*	200-426	Well Below Benchmark / At risk
	mCLASS RAN	>76	Well Below Benchmark / At risk
	mCLASS Spelling	0-34	Well Below Benchmark / At risk

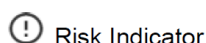**Determining risk for characteristics of dyslexia:**
The Risk Indicator is a feature in mCLASS classroom and aggregate reports for educators who want to flag students whose assessment results suggest they might be at additional risk

Data Benchmarks

for reading difficulties, including difficulty related to dyslexia. The risk indicator is based on a combination of the DIBELS 8th Edition Composite score and the mCLASS RAN and/or mCLASS Spelling score.

Students who are identified as "at risk" have the Risk Indicator displayed to the right of their name on the Benchmark Class Summary after the most recent Benchmark assessment and on the Benchmark Class Summary - TOY. The Download Your Data (DYD) export also includes a column displaying the Risk Indicator Level.

ⓘ Risk Indicator

Example Benchmark Class Summary Report: Ali, Sameer

Grade 1 Last Name, First Name	Composite Goal 330	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
Ali, Sameer ⓘ	302 Well Below	6 Well Below	10 Well Below	2 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below
Archer, Aiden	329 Below	41 Below	33 Benchmark	29 Below	9 Benchmark	11 Below	62% Below	8 Below	–	19 Benchmark	–	–
Bernal, Ana	329 Below	34 Below	40 Benchmark	20 Well Below	5 Benchmark	10 Below	73% Benchmark	22 Benchmark	–	19 Benchmark	–	–

2nd Grade Assessment Pathway

2nd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year. Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	200-315	Well Below Benchmark / At risk
	mCLASS RAN	>57	Well Below Benchmark / At risk
	mCLASS Spelling	0-32	Well Below Benchmark / At risk
Middle of Year (MOY)	Reading Composite Score*	200-372	Well Below Benchmark / At risk
	mCLASS RAN	>57	Well Below Benchmark / At risk

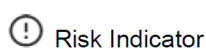## Data Benchmarks

	mCLASS Spelling	0-39	Well Below Benchmark / At risk
End of Year (EOY)	Reading Composite Score*	200-420	Well Below Benchmark / At risk
	mCLASS RAN	>57	Well Below Benchmark / At risk
	mCLASS Spelling	0-49	Well Below Benchmark / At risk

Determining risk for characteristics of dyslexia:

The Risk Indicator is a feature in mCLASS classroom and aggregate reports for educators who want to flag students whose assessment results suggest they might be at additional risk for reading difficulties, including difficulty related to dyslexia. The risk indicator is based on a combination of the DIBELS 8th Edition Composite score and the mCLASS RAN and/or mCLASS Spelling score.

Students who are identified as "at risk" have the Risk Indicator displayed to the right of their name on the Benchmark Class Summary after the most recent Benchmark assessment and on the Benchmark Class Summary - TOY. The Download Your Data (DYD) export also includes a column displaying the Risk Indicator Level.

ⓘ Risk Indicator

Example Benchmark Class Summary Report: Ali, Sameer

3rd Grade Assessment Pathway

3rd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year. Expectations for other benchmark windows are provided for reference only.

Assessment Measure	Target Score	Risk Level

Data Benchmarks

Beginning of Year (BOY)	Reading Composite Score*	200-313	Well Below Benchmark / At risk
	mCLASS RAN	>49	Well Below Benchmark / At risk
	mCLASS Spelling	0-62	Well Below Benchmark / At risk
Middle of Year (MOY)	Reading Composite Score*	200-376	Well Below Benchmark / At risk
	mCLASS RAN	>49	Well Below Benchmark / At risk
	mCLASS Spelling	0-67	Well Below Benchmark / At risk
End of Year (EOY)	Reading Composite Score*	200-423	Well Below Benchmark / At risk
	mCLASS RAN	>49	Well Below Benchmark / At risk
	mCLASS Spelling	0-88	Well Below Benchmark / At risk

3rd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at **Beginning of Year (BOY):**

- Levels D - L, anything lower than M

Based on the PAST instructions, proficiency is determined by:
- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)

To determine risk for characteristics of dyslexia, see the chart below:

Dibels Risk Indicator	PAST	Risk Level for Characteristics of Dyslexia

Data Benchmarks

Risk Indicator Present	**Below** levels listed for grade level	**At-risk**
Risk Indicator Present	**Met or above** levels listed for grade level	**At-risk**