

mCLASS®:DIBELS® Home Connect

Parent's involvement can be key to a student's educational achievement. To help start a conversation between parents and children, educators can print mCLASS:DIBELS Home Connect letters.

Home Connect letters contain results for all Benchmark assessments administered using mCLASS:DIBELS during the current school year. These letters serve many purposes, and are aimed at enhancing students' learning outcomes.

- Provides information about the student's results for each completed measure
- Explains the relevance of the DIBELS® measures to parents
- Recommends targeted activities for the student to practice related skills at home

Generating a Home Connect Letter

The Home Connect feature can be accessed from any mCLASS:DIBELS Class Summary, Student Summary, or Probe Details.

1. Open your Web browser and go to <https://www.mclasshome.com>.
2. At the Welcome page, type your assigned user name and password, then click **Enter**.

Welcome mCLASS™

Log in

User Name

Password

Enter

[Need help logging in? Click here.](#)

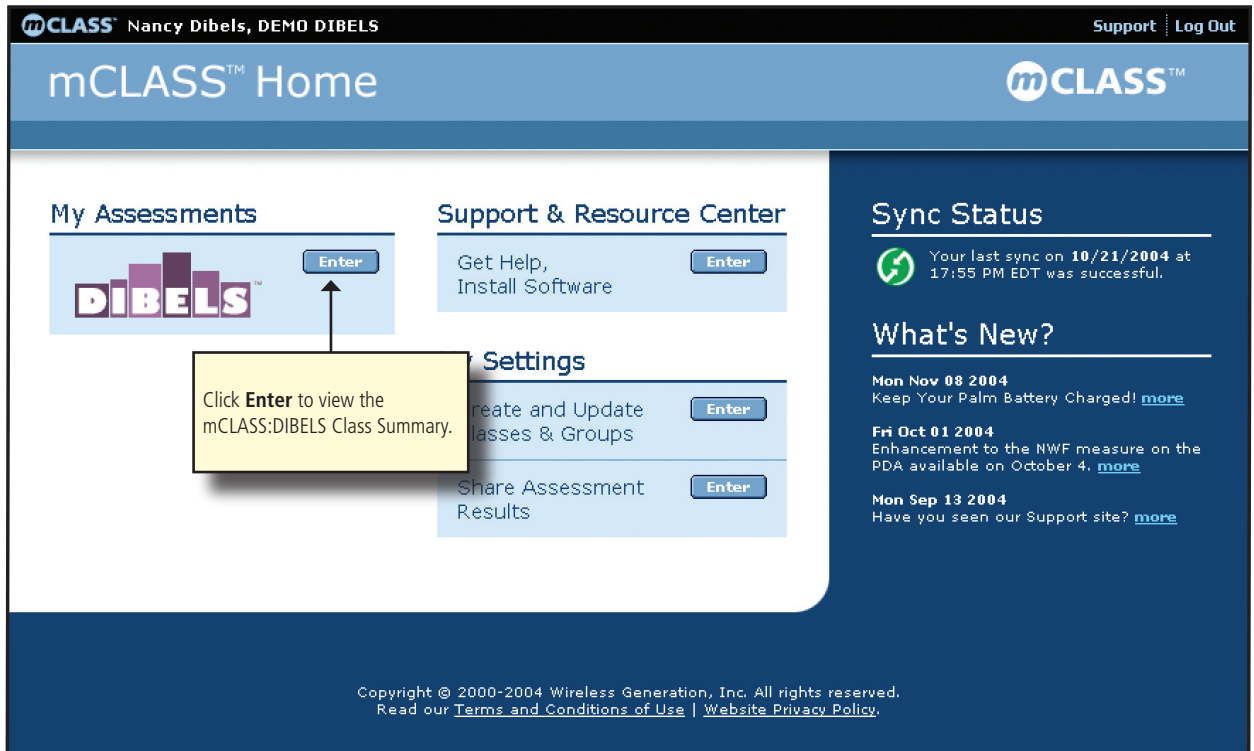
Helpful Hints...

- HotSync™ and Save!
Make sure to backup your data. If you don't have time to HotSync™, then save to your backup chip.
- Charge it!
Keep your handheld device charged to avoid losing a

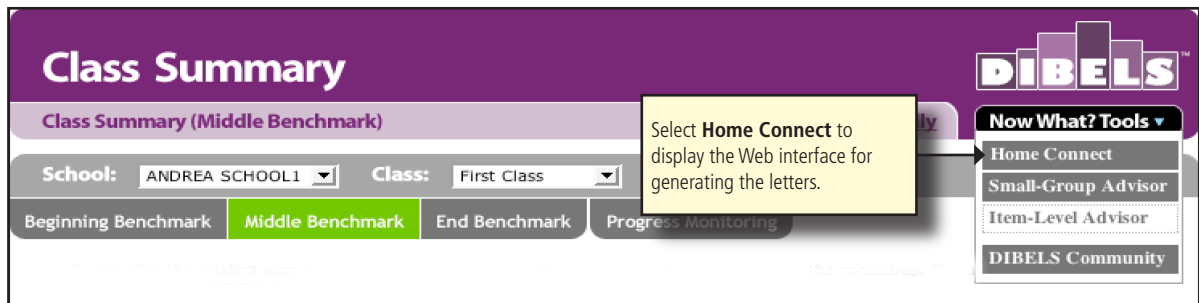
Type your mCLASS user name and password, then click **Enter**.

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- When the mCLASS Home page opens, access the Class Summary by clicking **Enter** in the mCLASS:DIBELS section of My Assessments.



- Select **Home Connect** from the mCLASS:DIBELS [Now What? Tools](#) menu on the Class Summary.



- 5. The Home Connect page appears for the class and for the time of year that was selected.
 - If you need to view a different time of year, click the appropriate tab.
 - If you would like to view a different school or class, choose from the lists.

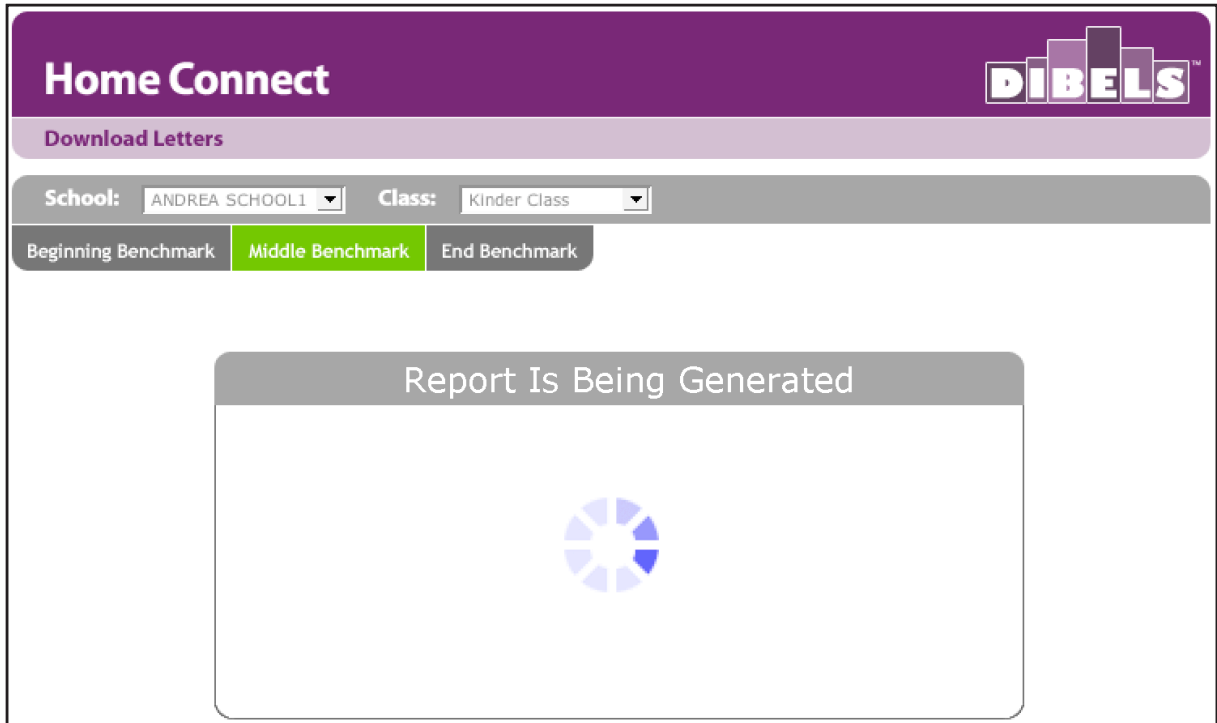
The screenshot shows the 'Home Connect' interface. At the top, it says 'Generate Student Letters' and features the 'DIBELS' logo. Below this are dropdown menus for 'School' (set to 'ANDREA SCHOOL1') and 'Class' (set to 'Kinder Class'). There are also tabs for 'Beginning Benchmark', 'Middle Benchmark' (which is highlighted), and 'End Benchmark'. A callout box points to the School and Class dropdowns with the text: 'Choose a different school and/or class from the lists, if desired.' Below the dropdowns are two columns: 'Home Languages' and 'Generate Letter'. The 'Home Languages' column has two sub-columns: 'English' and 'Spanish'. Each has a '(select all)' checkbox. The 'Generate Letter' column has a '(select all)' checkbox. Below these columns is a table of student names with checkboxes in each column. Some students have notes next to their 'Generate Letter' checkboxes, such as 'Benchmark incomplete as of 01/23/07'. At the bottom of the interface are three buttons: 'Save Language Preferences', 'Generate Letters', and 'Cancel'.

	Home Languages		Generate Letter
	English	Spanish	
	<input type="checkbox"/> (select all)	<input type="checkbox"/> (select all)	<input type="checkbox"/> (select all)
ALLEN, AVA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALLEN, ETHAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARGO, DANIEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASTUDENT, K	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Benchmark incomplete as of 01/23/07
BRADELY, LESLIE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CASSANELLO, KEVIN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DAVID, KIMBERLY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Benchmark incomplete as of 02/06/07
DICKENS, EMA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
HOEY, ANDREW	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Benchmark incomplete as of 02/06/07
KERBY, ASHLEY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KLEMM, KATIE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARTY, JOSEPH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MILLER, OLIVIA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SEEGER, CHRISTOPHER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPERBER, HANSEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

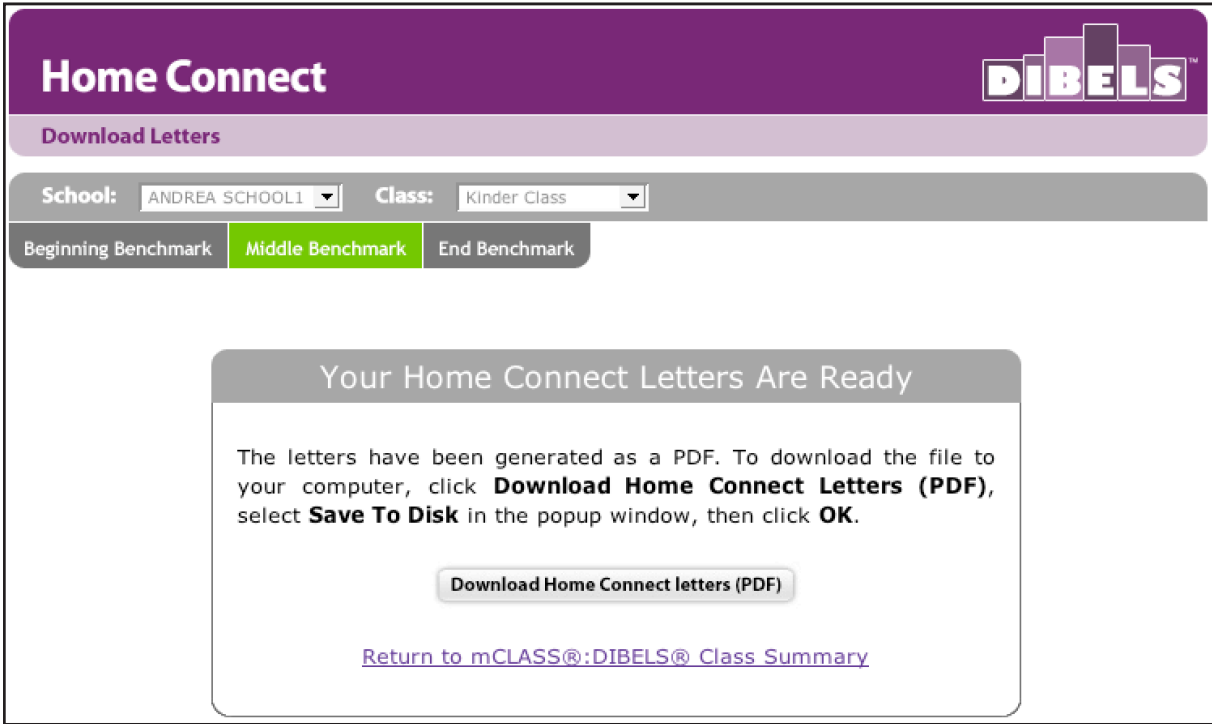
Buttons at the bottom: Save Language Preferences, Generate Letters, Cancel

- 6. Select and clear the Language boxes to define the language in which the letters will appear.
 - If you choose both English and Spanish, the student's letter will print each language as a separate letter.
 - To generate letters for an entire class in English and/or Spanish, click **Select All** in one or both of the language columns.
 - After making changes, click **Save Language Preferences**.

7. Select and clear the Generate Letter boxes to create a Home Connect letter for one or more students.
 - You will be notified if a student has not completed a Benchmark assessment. You will not be able to generate a letter for those students.
 - To generate letters for an entire class, click **Select All** in the Generate Letters column
8. Click **Generate Letters** to produce a printable, PDF version of the letter(s). A message appears to show you that the action is being taken.



- 9. Once the letters have been generated as a PDF, and the page refreshes, click **Download Home Connect Letters (PDF)**. You may also click **Return to mCLASS:DIBELS Class Summary** if you choose not to proceed with the Home Connect letters.

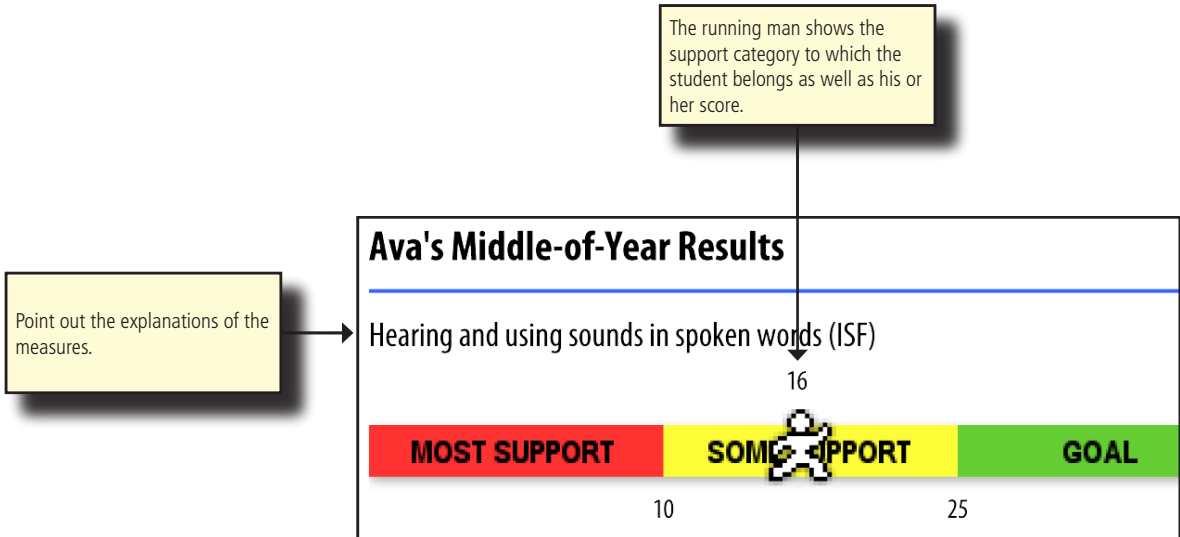


- 10. On the popup window, save the file to your destination of choice.
- 11. Distribute the letters according to the criteria set forth by your administrators.

Reviewing the Letter

Results

The Results section is where parents can quickly see how their child is performing on the DIBELS measures and what those measures mean to literacy development. The closer the student is to the goal, the less support he or she needs.



Overview

This section succinctly explains how each DIBELS measure relates to developing reading skills.

Why are Ava's results important?

We have a deep commitment to helping your child become a good reader of English. As part of that commitment, we measure English reading skills from kindergarten through third grade with an assessment called DIBELS, the Dynamic Indicators of Basic Early Literacy Skills. The DIBELS assessment measures five important reading skills all children must develop to become strong English readers:

- Hearing and using sounds in spoken words (Phonemic Awareness), measured by DIBELS Initial Sound Fluency and Phoneme Segmentation Fluency
- Knowing sounds of letters and sounding out written words (Alphabetic Principle), measured by DIBELS Nonsense Word Fluency
- Reading words in stories easily, quickly, and correctly (Accuracy and Fluency), measured by DIBELS Oral Reading Fluency

Two other DIBELS measures may have been administered to your child, but do not appear in the graphs because official benchmarks have yet to be established.

- Understanding and using a variety of words and learning new words (Vocabulary), measured by DIBELS Word Use Fluency
- Understanding what is spoken or read (Comprehension), measured by DIBELS Retell Fluency

Activities

Participating in targeted activities at home may help children advance their reading development. The activities provided in the Home Connect letters are based on the student's most recent Benchmark scores.

ANDREA TEST ACCT
ANDREA SCHOOL1



Last assessment: December 1, 2006
Next assessment: April 1, 2007

DIBELS® Reading Progress Report

Ava Allen Kindergarten, Middle-of-Year Assessment

Activities for Parents and Children

These are activities you and your child can do together to help practice and improve your child's reading skills. We have recommended these activities based on your child's most recent DIBELS Benchmark scores.

Focus skill(s):

Hearing and using sounds in spoken words (PSF)

1 Have your child and other family members listen for specific words used in family conversation or heard on television and radio programs.

- Have your family members share their "Heard Words" and list them on a piece of paper.

2 Help your child take spoken words apart and put them together.

- Have your child separate the sounds in words, listening for beginning and ending sounds. (Example: mom: /m/ /o/ /m/.)
- Ask your child to blend sounds together to make a real word. Say several words, one sound at a time. (Example: /sh/ /ee/ /p/ → sheep, /s/ /i/ /t/ → sit, /n/ /u/ /t/ → nut, /j/ /o/ /k/ → joke, /f/ /igh/ /t/ → fight.)

Other skills for your child to practice:

Hearing and using sounds in spoken words (ISF)

Recognizing and naming letters (LNF)

3 Play word games.

- Say to your child, "How many words can you make up that sound like the word 'bat'?" Continue this activity using other familiar words and endings. (Example: "it" as in kit, "ot" as in pot, "il" as in fill, etc.)
- Play a mystery game when you are calling your child's name or looking for an object around the house. (Example: Say, "I'm thinking of someone whose name begins with /t/," or "I'm looking for the item that begins with /s/.")

4 Help your child identify the beginning sounds in words.

- Sort and match pictures and words according to beginning sound.
- Ask your child to figure out which picture or word doesn't belong because it has a different beginning sound. (Example: bag, nine, beach, and bike). Sing the television jingle, "One of these things is not like the others."
- Have your child sort snack foods by their beginning sounds. (Example: raisins on one plate, carrots on another, etc.)

5 Help your child count the number of sounds in words.

- Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) as phonemes (sounds) under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

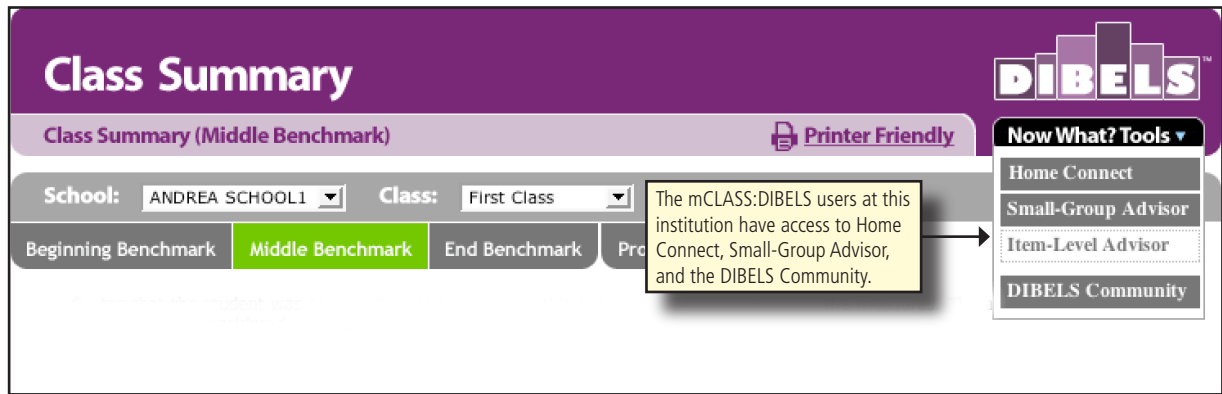
We are working hard to ensure that your child's development is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

mCLASS:DIBELS Now What? Tools

The mCLASS:DIBELS Home Connect is one in a suite of mCLASS:DIBELS Now What? Tools — premium additions to the standard Web-based mCLASS:DIBELS reports. The Now What? Tools use mCLASS:DIBELS data as the starting point for developing differentiated instruction that best helps students achieve their reading goals. In addition to Home Connect, the mCLASS:DIBELS Now What? Tools currently include

- Small-Group Advisor, which uses student DIBELS scores to help you create optimal groupings for targeted intervention
- Item-Level Advisor, offers observations explaining patterns of significance in the student’s skill development
- DIBELS Community, an online forum for all mCLASS:DIBELS users where you and your colleagues can cultivate fresh instructional perspectives by sharing questions, knowledge, and experiences

You may access any mCLASS:DIBELS Now What? Tool that appears with a gray background in the Now What? Tools menu.



If you would like access to the other mCLASS:DIBELS Now What? Tools, please talk to your school’s mCLASS contact or your Wireless Generation Account Manager.