



Beginning of Year Benchmark Completion:

State Program (K-5): 87%

Gr K-3: 91%

Gr 4-5: 79%

To access a report of your schools' completion rate, click here:

www.mclasshome.com/rpt/report/cannedReports/render?reportId=0040

Please note you need "Full" level access to view the report. Keep up the great work and please reach out to us if you need any support.

Benchmark and Progress Monitoring Guidelines:

NC DPI, NC Teacher Academy, and Wireless Generation collaborated to produce a helpful quadrant that guides schools on which measures to assess and when. Please download this quadrant and share with your teachers:

www.wirelessgeneration.com/pdf/general/NCBenchmarkProgressMonitoring.pdf

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Wireless Generation Implementation Team
1-800-823-1969, option 8

Welcome Back!

We hope that this finds you all well and having a wonderful start to a new school year! We are thrilled to be working with you all and to continuing our partnership. This month's newsletter will provide several tips for roster maintenance, program adoption and updates on NC DPI profession development. We are also pleased to include a brief overview of Meaning, Syntax and Visual cues (MSV) usage with TRC. We invite you to reach out to us if you need support or have any questions or concerns.

Roster Clean Up Tips

It is always a good idea to review and clean up your student rosters to ensure that your Completion and Progress Monitoring fidelity reports are as accurate as possible. The mCLASS system does not realize that the student is no longer enrolled and treats these students as though they are un-assessed. As a result, Reporting and Analysis Suite reports will inaccurately reflect lower benchmark completion and progress monitoring fidelity rates. There are two ways to resolve this.

If you know the student(s) have left the district, a quick and easy way to clean up your roster is to "soft delete" these students. If you have System Level access, you can do this by going to the Administration tab and clicking on the Students tab. Once you have deleted these students, you should find that your completion reports are much more reflective of what is happening in your building. It is a good idea to confirm that this deletion is also reflected in the district SIS system in the event that your rosters are refreshed at a later date. We use the term "soft delete" because deleted student data stays in the mCLASS system for five years. You will always have the option to call our Customer Care team and reactivate him/her and all historical data would be restored.

If you are a school that has a high mobility rate and you find that students frequently return to your school, you can opt to not delete this student, but rather take them out of their class where they will remain "Un-classed." This will allow you to filter for your Classed and Un-classed students. In this scenario, if an un-classed student returns to the school, you can put them back into a class and their historical data will return online. It is important with this method that you do not place un-enrolled students in another class as a holding spot. The system will still view them as classed students and count them against your completion reports.

As a final suggestion, we recommend that all students who have "aged out", or who are in grades that are no longer being assessed (in many cases, above grade 5) that these students be deleted from your rosters.

mCLASS Program Adoption Checklist

Planning ahead is the best way to ensure a smooth school year, as well as a benchmark assessment window. Wireless Generation has developed a program adoption checklist to help you plan for each step of the way, beginning with training and technology decisions to communicating expectations to stakeholders and monitoring fidelity. Actionable best practices from implementation to data-driven instruction are provided for your reference. Following the checklist as it guides you throughout the year will ensure that you reach the full potential offered by the NC Diagnostic Assessment program. You can download the program adoption document at the following link:

http://www.wirelessgeneration.com/pdf/general/Program_Integration_Checklist_final.pdf

Deletion of Retained Student's History

You may have noticed that if you have students that have been retained, only one set of data for that grade will appear in mCLASS Home. In order to have the most current assessment history reflected online, you will need to have the previous years' history deleted in order for this current year's data to appear in mCLASS Home. In order to do this, please send an e-mail request to help@wgen.net which includes the student's name, school, date of birth, and grade level to be deleted. Our Customer Care team will delete the previous years' data and will notify you once this is completed.

On-Site Visits for New Principals

We will begin conducting half day on-site visits for new principals throughout the State program as identified by DPI. We will be reaching out to you in the coming weeks to schedule these visits. The content and topics that will be covered on that day will be based on articulated need and prior experience.



Understanding the Cueing System Meaning, Syntax and Visual (MSV)

Our young readers need to have certain basic concepts and abilities to help them learn to read, and they need to develop a theory of learning to read. During their developmental years, our young readers have not had to follow any rules concerning where to look at print or print concepts. Our youngest readers need to understand that the print in their books contain a written message, one that will give meaning to what they are reading. Our young readers need to be able to visually attend to print and the distinctive features of print which include all basic concepts about the conventions of the English language.

Meaning, Syntax and Visual cues are the basis for beginning readers. These cues are defined as sources of information in the text. The young reader needs to be able to use these sources of information to help determine the author's purpose for writing and/or the meaning of the text. Independent readers monitor their own reading and have a strategy for using the cueing system. When all of these cueing systems are used in an integrated fashion then we have an independent reader who, when problems arise, can self-correct their reading and continue with meaning.

The following are examples of the cueing system. Teachers have the ability to analyze Reading Records, and when teachers analyze, they become more familiar with their students' reading behaviors, which will lead to better instruction. Using this analysis to help form instruction will help the teacher better prompt the student to use their cueing systems. Analyzing student reading behaviors will also help the teacher select books that closely resemble that student's stage in their reading development and can match readers to books.

Meaning Cues

Did the meaning of the text have an impact on the child's reading? Information taken from pictures are considered meaning cues.

When a child is using a meaning cue, a substitution of a word does not affect the meaning of the total story or the sentence. Children often substitute a word for another that is visually similar, or if they are using a picture in the story, a word that makes sense to them and is represented in the picture. An example is a story about two friends who are dressing up. One dresses as a princess and the word in the story is princess but in the picture she looks like a bride and students often will substitute the word "bride" for "princess." Here, the student is using meaning but not visual cues.

Structure/Syntax Cues

Did the child read the sentence in a grammatical and linguistically reasonable manner? In other words, does it make sense as a sentence in English? If there was a substitution, for example, did he or she substitute a proper part of speech?

An example would be a child reading the sentence "The cat was standing by the window" when the text actually read "The cat was sitting by the window." In this example, this substitution follows the rules of language and does not present a grammatical problem.

Visual Cues

This is also called *graphophonic* information. What did the word look like? Did the student look at the word and make an attempt based on how it appears? Did he or she use a beginning or ending letter? A cluster of letters? Sometimes these errors impact the meaning of the story as well.

Examples:

saw/was

House/horse

Using more than one cue

Sometimes when a young reader is reading, he will self-correct the error and it is very important that we as teachers analyze those self-corrections. Again, it is what cues the young reader is using when he self corrects that's important.

For example, the text next to a picture of a horse reads "I like my horse" and the student reads "I like my pony." The teacher can see the picture of the horse on the page. She decides the meaning cue is probably being used, since the picture being used could also be seen as a pony.

Next the teacher would observe the sentence, "I like my pony" makes sense in the English language. *Pony* and *horse* are both nouns and can be substituted without sounding out of place while reading. Therefore she selected M and S.

Suppose the reader self corrects himself and reads "I like my horse." The teacher would select M and S and then a V in the Self Correct column.

When analyzing students' reading, teachers need to remember to look for when they observe what the student is doing at point of difficulty or when the student stops at an unknown word. You, as the teacher, need to remember to mark MSV as what the student is using when he makes an error. If he substitutes a word that makes sense then he is using Meaning, if he substitutes a word that is visually similar then he is using Visual cues. If he substitutes a word that sounds correct in the English language then he is using Syntax or Structure. A student can use more than one cue on any given error. This is not a difficult process but we need to understand and apply our knowledge to the Reading Record. This will help teachers better understand how to direct reading instruction to our readers.