

# Understanding Your Child's Amplify Assessments

## What is Amplify?

Amplify is a universal screener that measures the development of reading skills of all students in grades K-3.

## What skills are measured?

These combined tests help teachers determine how students are performing on the essential reading skills that children must develop in order to become proficient readers.

<b>Grade Level</b>	<b>Skills Tested</b>
Grade K	First Sound Isolation (FSI) - ability to isolate and pronounce the first sound in spoken words
Grade K-1	Letter Naming Fluency (LNF) - ability to recognize and name capital and lowercase letters of the alphabet
Grades K-1	Phonemic Segmentation Fluency (PSF) - ability to separate words into their sequence of individual sounds
Grades K-3	Nonsense Word Fluency, Correct Letter Sounds (NWF-CLS) - ability to identify correct letter sounds in a written word
Grades K-3	Nonsense Word Fluency, Word Read Correctly (NWF-WRC) - ability to blend letter sounds in a whole word and read the word correctly
Grade K-3	Word Read Fluently (WRF) - ability to accumulate a reading vocabulary of high-frequency sight words
Grades 1-3	Oral Reading Fluency (ORF) - ability to read connected text fluently and with accuracy
Grades 1-3	Oral Reading Fluency, Accuracy (ORF-Accu) - ability to read connected text fluently with 98% accuracy and higher
Grades K-3	Vocabulary - measure of knowledge of grade level specific words
Grades 1-3	Spelling - measures student's general encoding (spelling) knowledge of grade level specific words
Grades 2-3	Maze - ability to construct meaning from text using word recognition skills that constitute comprehension

## How are students assessed?

Teachers gather data by administering specific Amplify assessments to grade levels three times a year – fall, winter, and spring. This school-wide testing is called a “benchmark assessment”. All assessments are administered individually and the program calculates scores and levels of proficiency based on the data provided.

## How will the results be used?

The program breaks down the data, provides individualized assessment information about each student’s reading progress, and tracks the student’s progress during the school year. A student’s scores give information about whether the student is on track for grade-level reading success. Teachers make decisions about instruction using the data for each student. Teachers will also regularly check on the progress of students to make sure their skills are improving. Tracking the progress of students is called “progress monitoring.” Every 8-10 days, students will be progress monitored on skills that are below grade level.

## The following are sub-tests of Amplify testing:

**First Sound Isolation (FSI)**– Students are asked to say each initial phoneme (sound) they hear in a single syllable spoken word. If the student does not respond within 3 seconds, this is counted as “missed”. It is important that students say the first sound they hear in the word, not the letter name. Example: What’s the first sound you hear in the word, “snail”? Answer: /s/. There is no time limit on this test.

Item ID	Item Label	Category	Score
1	he	FSI	X
2	off	FSI	X
3	toe	FSI	X
4	is	FSI	X
5	pay	FSI	X
6	up	FSI	X
7	my	FSI	X

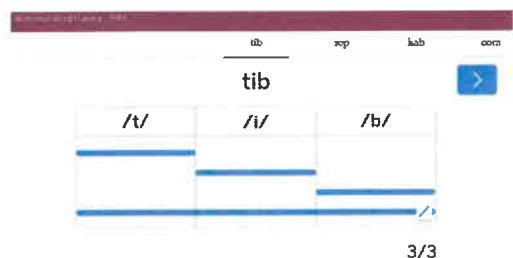
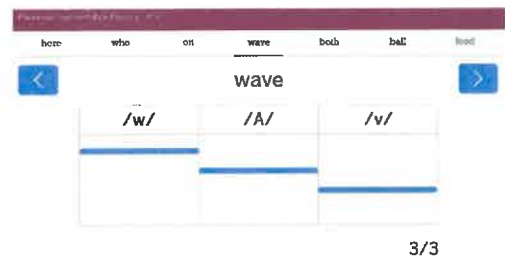
t	n	f	y	l	R	D	G	Y	V
r	b	P	L	Z	i	A	O	J	
p	T	x	K	a	v	M	U	Q	h
g	N	j	X	s	C	H	e	m	
S	B	z	e	u	E	F	V	d	k
R	U	X	h	y	O	i	m	S	
x	K	e	c	T	G	Z	r	g	P
L	Q	a	k	N	J	s	P	A	D
Y	a	l	l	H	V	n	v	E	F
V	d	b	M	j	c	u	C	B	x

**Letter Naming Fluency (LNF)** – Students are asked to read lowercase and uppercase letters of the alphabet in random order. This assessment is timed and proficiency is determined based on the number of letters identified correctly in one minute.

**Word Read Fluently (WRF)** – Students are asked to read a list of grade level sight words. They have 1 minute to read as many words as they can. This assessment is timed and proficiency is determined based on the number of words read correctly in one minute. They are allowed to self-correct, but if they hesitate for more than 3 seconds, it is counted incorrect.

no	they	is	we	it
if	one	but	not	has
for	there	a	you	be
well	help	father	call	black
above	sports	meeting	above	island
came	stop	show	open	sky
further	front	story	always	feed

**Phonemic Segmentation Fluency (PSF)** - Students are asked to say all of the sounds in a word the teacher says. This assessment is timed and proficiency is determined based on the number of sounds correctly said in one minute. An example of this is shown in the picture. The teacher said the word *wave*, the student gave the sounds /w/, /A/, /v/ as indicated with the blue line. An individual sounds means that they student read the one sound as a single sound.



**Nonsense Word Fluency, Correct Letter Sounds (NWF-CLS) and Word Read Correctly (NWF-WRC)** -

Students are asked to read a list of nonsense words. They are told if they can't read the whole word, they may say the sound of each letter, then blend the word together. The sounds are recorded under CLS and any whole words that the student is able to read are counted under WRC. This assessment is timed for one minute. The students have three seconds to identify and say each

sound/word. If students are able to read the whole word the program gives them credit for the sounds that were used to make-up the word. The nonsense words cover all 6 syllable types.

**Oral Reading Fluency (ORF) and Accuracy (Accu)** - Students are asked to read a grade-level passage aloud. This assessment is timed and proficiency is determined based on the number of words read correctly in one minute. Students can self-correct words, but if they hesitate for more than 3 seconds, it is counted incorrect. Words are counted as incorrect if they substitute a word, omit a word, read words out of order, or skip words.



**Vocabulary** - Students are asked a series of questions using grade level vocabulary. Students take this portion of Amplify by themselves on a Chromebook. Students use headphones and can have portions read aloud to them. There is no time limit. Proficiency is based on the number of correct responses.

**Spelling** - Students are asked to spell grade level words based on the 6 syllable types. Students take this portion of Amplify by themselves on a Chromebook. Students use headphones and have words read aloud to them. There is no time limit. Proficiency is based on the number of correct responses.

Item	Response	Score (CR)
howl	howl X	3/8
around	arund X	5/7
winter	winter	7/7
bacon	bacon X	3/6
baseball	baseball	9/9
napping	napping	8/8
restful	restful X	5/8
want	want X	2/7
deep	deep	8/8
which	which X	4/8
hotel	hotel X	4/6
dragon	dragon X	5/7

9

Cindy and Anna were practicing for their big game. They both were on the soccer

team and liked to practice at home. They used the field behind Anne's  
 They set up a net for his goal. When the sun was shining so got hot and  
 thirsty. On those days they drank a lot of water. Apple is a hard game.  
 inches of fast running and dodging when he for play it. Kicking the  
 ball takes strength and lots of mental focus. It helps to pace yourself so  
 you want

**Maze** - Students are asked to read a grade level passage with some missing words. This test is testing a student's ability to construct meaning from text using word-recognition skills, background knowledge, and prior knowledge. In the passage, every 7th word (approximately) is blank, with 3 possible word choices for the blank. One of the words in the Maze is always correct, and the other two are incorrect. Maze requires students to choose the correct word as they read the passage. They are given 3 minutes and they use a Chromebook to complete this portion. Proficiency is based on the number of correct responses marked in 3 minutes.

**Home Connect Letters** - Home connect letters are sent home at BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year).

These letters help explain where your student is, what his/her strengths are and the areas for improvements. The letter provides activities that your student would benefit from doing at home on a regular basis. The colors are associated with proficiency levels. The **blue** section means your child is above grade level for that particular skill/category. The **green** section means your child is on grade level for that particular skill/category. The **yellow** section means your child is below grade level and did not meet proficiency. This means they need more support. The **red** section indicates a very strong need for intervention. This section means that your student is well below grade level and is struggling.



**Join your student's grade level Google Classroom for parent reading resources:**

- \*CES Kindergarten 2020-2021 - Class Code 43qfmyn
- \*CES 1st grade 2020-2021 - Class Code fkqlhp5
- \*CES 2nd grade 2020-2021 - Class Code rjtlfluh
- \*CES 3rd grade 2020-2021 - Class Code skxzn4g