

## Remote Administration of mCLASS with DIBELS<sup>®</sup> 8th Edition

Dear Educators,

In collaboration with our partners at the University of Oregon, we're offering guidance for how to use mCLASS to assess students' learning remotely during this extended period of school closures. mCLASS with DIBELS 8th edition is an efficient and powerful tool for informing instruction—and one that you and your students know well.

The University's [guidance](#) recommends: "as always, only use DIBELS 8 measures to the extent that they can inform instructional decisions. The primary purposes of DIBELS 8 are to identify student risk, monitor progress, and inform instructional decision making."

University of Oregon suggests we consider the context of assessment, "Do you need EOY data given the current context? Given the interruption of instruction this year, does EOY information still outweigh the loss of instructional time? Will we be able to use this data to plan instruction this year or next year?"

We understand that in these times, there is no way to achieve a standard administration remotely, and as such, please interpret remote scores with care since standardized test administration cannot be maintained from student to student. Results from EOY and growth calculations from BOY to EOY should not be utilized for any high-stakes decisions.

If you assess EOY and are unable to assess all measures for all students, the University recommends assessing with a more limited selection of EOY measures.

Grade Level(s)	Recommended Measures
Kindergarten	PSF and WRF
Grade 1	WRF and ORF
Grades 2-6	ORF and Maze*

\* Find instructions for online Maze administration [here](#).

If you choose to progress monitor:

- For students who were well below or below benchmark expectations on the Composite Score at the last benchmark, start with the usual PM recommendations and at least one other adjacent skill. Prioritize skills that the student scored in the well below or below benchmark expectations range at the previous benchmark period.
- For students who were on track at the last benchmark, progress monitoring on the most advanced skills would be advisable.

Below we have provided a detailed process for conducting remote assessment. Please note the following overall recommendations:

- Normally students read from hard-copy materials. If emailing PDFs to print at home is not feasible, **download digital copies** [here](#) and display them for students.
- Use a remote platform you and your students **already have experience** with. You should be able to see the student on screen and display student materials. (See images on page 6.)
- Parents/guardians need to be present at the start of assessment to test the setup. On page 5 you'll see a **sample email** which requests their help.
- **Practice your remote setup** prior to engaging with students. Consider scheduling a “dry run” with a colleague.
- Take advantage of this opportunity to **connect individually with your students** as they experience so much change. Don't make the session solely about testing, and remind parents/guardians and students that the assessment is a way to see how you can best tailor instruction to promote learning.
- Once you sync your results, **tap “Update recommendations”** on the mCLASS Instruction tab to generate activity recommendations for individual students as well as groups.
- Contact us for help. Our customer care team is eager to assist you via email at [help@amplify.com](mailto:help@amplify.com) or by phone at 1-800-823-1969.
- Share your feedback. Please complete [this four-question survey](#) about your personal experience with remote assessment.

Sincerely,

The Amplify mCLASS team

## Before Assessment Administration

Key Action	Best Practice
1. Equipment check	<ul style="list-style-type: none"> <li>• Confirm you have access to two internet-enabled devices—one to score students' responses (preferably a touch screen) and one to display student materials (ideally a laptop/desktop).</li> <li>• Confirm each student has access to a laptop/desktop or iPad/tablet with internet access (cell phones are not recommended for viewing materials).</li> <li>• Headphones/earbuds are recommended for both you and the student.</li> </ul>
2. Plan for poor connectivity	<ul style="list-style-type: none"> <li>• If audio connection is poor via web conferencing, connect over the phone for audio and display student materials via computer.</li> </ul>
3. Organize your materials	<ul style="list-style-type: none"> <li>• Download student materials to your computer <a href="#">here</a>, and be prepared to display them on your screen.</li> <li>• Or, if parent/guardian is able to print from home, email student materials PDFs at least 15-20 minutes prior to administration and ask them to print hard copies.</li> <li>• Go to <a href="https://mclass.amplify.com/assessment">mclass.amplify.com/assessment</a> on the device you will use for scoring. (Reference the <a href="#">Getting Started Guide</a> for detailed instructions.)</li> <li>• Sync your device to install the latest version of the software.</li> <li>• Confirm you have access to your students' accounts within mCLASS.</li> <li>• Charge your device.</li> </ul>
4. Prepare your remote setup	<ul style="list-style-type: none"> <li>• Set up a practice session using the same platform you will use with students.</li> <li>• Preview your webcam (i.e., adjust lighting and camera angle, remove unwanted items from behind you)</li> <li>• Minimize potential distractions for assessor (i.e., close all applications not in use, turn off notifications)</li> <li>• Minimize potential distractions for students from your screen (i.e., practice displaying PDFs in full screen or reading view so controls and your desktop are not visible. Enlarge PDFs on screen so the whole page does not show at once.)</li> </ul>

## During Assessment Administration

Key Action	Best Practice
<p>1. Begin with informal conversation</p>	<ul style="list-style-type: none"> <li>• Test remote setup with a parent/guardian present to be sure both audio and video are clear. If using printed materials, make sure you can see the student materials and student's hands.</li> <li>• Begin with informal conversation to put the child at ease.</li> <li>• Establish where the student should look to make eye contact.</li> <li>• Practice giving a thumbs-up signal for the camera to indicate readiness.</li> <li>• Thank the parent/guardian for their help and kindly ask them not to sit with their child for the assessment.</li> <li>• Say to the student: "We are going to do some reading tasks that we usually do in school together. It will feel a little different today since we're doing this over the computer/ phone. Just like always, please do your best work."</li> </ul>
<p>2. (For LNF, NWF, WRF, and ORF) Confirm the student can clearly see the items and understands how to move across the page.</p>	<ul style="list-style-type: none"> <li>• Zoom in on the page so that only 10 lines show at a time (Seeing all of the items at once can be overwhelming to students).</li> <li>• Make note of the last item displayed so you can scroll down if the student reaches it.</li> <li>• While reading Mr. Say's instructions, use your cursor (or highlight) to indicate the first item/word and to show directionality.</li> <li>• Ask the student to give a thumbs-up to indicate they see the first item/word and are ready to begin.</li> </ul>
<p>3. Follow standardized administration practices with the exception of these modified prompts and instructions.</p>	<ul style="list-style-type: none"> <li>• <b>LNF prompt:</b> If the student hesitates, wait 3 seconds; name the letter, and say "Keep going"; mark the missed letter as incorrect. Point to/highlight the next letter with your cursor.</li> <li>• <b>NWF prompt:</b> If the student hesitates, wait 3 seconds; say "Keep going"; mark the missed sound/word incorrect. <u>Point to/highlight the next word with your cursor.</u></li> <li>• <b>WRF prompt:</b> If the student hesitates, wait 3 seconds; give the correct word, and say "Keep going"; mark the missed word incorrect. <u>Point to/highlight the next word with your cursor.</u></li> <li>• <b>ORF instructions:</b> "Please read this story out loud. If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop,' I may ask you to tell me about what you read, so do your best reading. <u>Start with the first word.</u> Ready? Begin."</li> </ul>

## Sample Parent Communication

Dear [parent/guardian name],

Throughout the school year I meet with students individually to do a brief progress check on their reading skills. This is an informal, low-stakes assessment to see what the student has learned so far and what I still need to teach. In order to continue this progress check virtually, **I'm requesting a few minutes of your time to set up the technology required for me to meet one-on-one with your child.**

- Below I've listed a few meeting times. Please reply to this email to let me know which time/date you prefer. I'll then send you a calendar appointment with a link to our virtual meeting.
- Please set up a quiet space in front of a desktop, laptop, or tablet for your child to meet with me. Earbuds or headphones are helpful but not required.
- Use the link in the calendar appointment to connect to the virtual meeting.
- We'll test the audio together and make sure your child can clearly see my screen.
- Then you are free to go!
- It is important for the child to complete the assessment without your help, so while it may be tempting, please do not help.
- The meeting should take no longer than 15 minutes.

Thank you in advance for your help!

Sincerely,

[Your name]

## Recommended Setup (will vary depending on virtual platform)

