



North Carolina Formative, Diagnostic Reading Assessment: Reading 3D Frequently Asked Questions

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Amplify.

**NC Reading 3D
Frequently Asked Questions
Important Reminders**

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General Reading 3D Questions

1. Where can I find the assessments?

- Users will access assessments through HomeBase (Identity Access Management) All users must have a district email address and Universal Identification number (UID). Rapid Identity- NCEdCloud: www.ncdpi.mclasshome.com
- www.dibels.org

2. How can I get support from Amplify?

- Amplify Customer Care
- (800) 823-1969, extension 3
- help@amplify.com
- www.amplify.com/north-carolina

3. Where can I find my student and class summary data?

- Users will access student and class summary data through HomeBase (Identity Access Management (Rapid Identity- NCEdCloud) www.ncdpi.mclasshome.com)

4. We have staff members who need log-in credentials for the assessment. How should we proceed?

- Daily Power School feeds through an automatic nightly upload will pull staff files to mCLASS. At that point an email will be sent to the staff member to continue.
- Only those with UID can have log in credentials

5. When are the Benchmarking windows?

- 15 consecutive school days, 3 times a year
- BOY: 15 consecutive school days within days 1 – 25 of the school year.
- MOY: 15 consecutive school days within days 80 – 105 of the school year.
- EOY: 15 consecutive school days within days 150-180 of the school year.
- The selected 15-day window is an LEA decision, to be confirmed first with K-3 Literacy Director, who will send the request to Amplify.

6. What do I do when a student moves into my classroom between benchmarks?

- Benchmarking should only take place during the established windows.
- It is recommended that, when a new student enrolls outside of the designated benchmarking window, a baseline benchmark be established using a DEMO student from the demo class list. This allows a teacher to use those results to determine where the student needs to be progress monitored. Progress monitoring should then be done under the student's real name in the teacher's real class list until the next benchmark window opens.
- Using this process to establish a baseline for progress monitoring is important because it allows instruction to be targeted for the new student. Grade level
- progress monitoring may not be what the child needs.

7. Where is the mCLASS:Reading 3D User Guide?

- Online at www.ncdpi.mCLASShome in the resource link on the left side of the homepage.



- The user guide is an interactive online document that allows you to find information quickly.

8. We would like to provide Reading 3D assessment information to parents on our report cards. How should teachers do this if the assessment occurs three times a year?

- Reading 3D is a **diagnostic** and **formative** assessment used by the teacher to inform instruction to meet the needs of young readers.
- Reading 3D DIBELS Next and TRC scores are **not** summative as are report card grades, but are a part of a comprehensive reading profile that includes multiple assessments.
- As required by State Board policy, the Reading 3D Home Connect Letter **must** be sent home 3 times a year, after benchmarking, to inform parents of reading progress.
- The Read to Achieve LiveBinder includes resources for explaining the Home Connect Letter to parents. There is a generic letter on the Amplify-NC webpage that introduces the home connect letter to parents.

9. How do I best talk to parents about DIBELS Next and TRC assessment results?

- To discuss the DIBELS Next portion of Reading 3D, consider using the Home Connect parent letters, which explain the assessment and provide activities targeted to the needs of the student.
- When discussing TRC results, focus on the comprehension skills and strategies needed to make meaning at different book levels.
- Remind parents that these assessments are teacher tools for informing and changing instruction to meet the student's needs.
- The Read to Achieve Parent LiveBinder has videos to inform parents about the basic early literacy skills and assessments. The LiveBinder can be accessed at <http://www.livebinders.com/play/play/1326906>.
- The Home Connect Letter is a good document to use when conferencing with parents.
- Sharing a generic Home Connect Letter at Open House or PTA meetings is possible.

10. If a student moves from one school to another, does their assessment data transfer?

- A student's mCLASS:Reading 3D data will automatically follow the student when they transfer from one in-state district to another. Rosters will refresh daily via PowerSchool, so it is important to keep PowerSchool student and teacher data up to date.
- When a student is deleted from a school roll, Amplify keeps all assessment data. If he/she returns the data can be restored.



11. One of my students is Well Below or Below Benchmark (red or yellow) on DIBELS and Proficient or Above Proficient (green or blue) on TRC. Did I do something wrong?

- Students can perform differently on DIBELS and TRC. DIBELS measures foundational skill development and TRC measures the application of those foundational skills when a student reads connected text.
- A student proficient or above proficient on TRC and well below or below benchmark on DIBELS reads with some comprehension but may have issues with fluency or a prerequisite skill assessed by DIBELS. Further analysis of the student's DIBELS performance should uncover specific areas of focus to address through instruction.

12. Can an assessment score be invalidated?

- ONLY in the case of an extreme emergency such as a fire drill or a sick child.
- ONLY with permission based on your school and district policy for reporting invalidations.
- NEVER because the score wasn't as high as you thought it should be or because the student didn't do as well as you thought s/he would.
- Districts, regional consultants and Amplify track invalidations.
- Invalidations are reviewed at the state level.

13. What is the difference between observational assessments and online assessments?

- The observational assessment (teacher and student) measures accurate and fluent reading, comprehension, vocabulary, and language skills.
- The online assessment (computer and student) measures silent reading fluency and the comprehension threshold set in the online system. DORF also has an accuracy measure.

Observational Assessments

14. Is there a specific order in which I have to complete the assessment tasks?

- There is no set order to complete the assessments.

15. If a student doesn't seem to understand the directions, can I reword or explain to make them easier to understand?

- In order for the results to be valid and for the assessments to be standardized, the directions cannot be altered in any way. The teacher must read the directions from Mr. Say verbatim.
- If the student did not hear or understand the directions, you may repeat the directions verbatim. If the timer is already running, the timer should continue to run while repeating the directions. It is the assessor's responsibility to articulate clearly and loudly enough for the student to hear.

16. Can someone else, or a team, assess my students?

- At **BOY**, the teacher should assess his/her own students because it is imperative that the teacher know(s) his/her own students in order to use the Reading 3D results to guide personalized instruction.



17. Alternate Assessor Information

- **Kindergarten - Second Grade EOY:**
 - A certified staff member other than the teacher of record should assess students in TRC at EOY.
 - An alternate assessor is not required by the NCDPI at MOY.
 - The teacher of record may continue to assess DIBELS.
- **Third Grade BOY:**
 - The teacher of record may assess the student. At this point, the teacher is not familiar with the student and has not instructed the student.
 - If a student reaches Level Q at BOY, the score can be used to show proficiency under Read to Achieve.
- **Third Grade MOY and EOY:**
 - If a student is close to achieving Level Q, then the teacher of record should NOT assess the student. If assessing observationally then another certified staff member should assess the student. A teacher would determine that a student is close to achieving Level Q by utilizing the instructional reading level of the student during small group reading time. The teacher of record should continue to give the DIBELS measures for his/her class.
 - If a student reaches Level Q at BOY or MOY, through observational assessing, then the teacher of record may assess the student in all subsequent benchmarking periods for both DIBELS and TRC.
 - If a student is performing far below grade level as evidenced by observational assessments, then the teacher of record may assess at all benchmarking periods. A teacher would determine that a student is far below grade level by utilizing the instructional reading level of the student during small reading group time.
 - Use of an alternate assessor for observational assessing at any benchmark other than EOY is a district and school decision, not that of the NCDPI.
 - Only certified staff members are allowed to assess students with the Reading 3D tool. All assessors must follow the guidelines and ethical practices to ensure the materials remain secure at all times.

TRC Questions

1. How do I know where to start the TRC leveled texts for my student?

- At the BOY benchmark, use the previous year's EOY TRC level, if the student's history is available, to determine an assessment level starting point.
- At the beginning of the year, it may be more difficult to determine where to start the TRC leveled passages if student data history is not available. It is recommended that the teacher assess the DIBELS measures first and then use information provided from DORF to determine an approximate starting point.
- During MOY and EOY benchmarks, teachers should use information gained from small group instruction and progress monitoring check-ins.
- The device will default to the grade-level expectation if there is no previous data. In this case, the teacher may select the starting book level.
- Online TRC will default to the grade level and time of year, but can be set by the classroom teacher through the Online Management System.



- 2. Is it all right to ask the child to do a picture walk and review the story before answering the oral questions?**
 - Prompting and coaching is not permissible. Only say what “Mr. Say” says.
 - Students may choose to do a picture walk when choosing the book they want to read, but cannot be prompted by the teacher

- 3. If the oral comprehension question has two questions in one, can I have the student answer the first question before I ask the second question? Can the teacher repeat the portion of the question the student did not answer?**
 - When administering TRC Oral Comprehension the teacher reads the questions to the student and then waits for the student to respond. If the student answers a portion of the question or is hesitant, then the teacher can repeat the entire question once. When repeating the entire question the teacher should not emphasize any particular part of the question.
 - During the administration of Levels A-D, if the student begins to respond and then hesitates after the question has been repeated, the teacher can prompt the student with, “can you tell me more” one time.

- 4. At BOY in Kindergarten, the device defaults to RB (Reading Behaviors). Do I start here or go back to PC (Print Concepts)?**
 - Begin at RB, if the student does not pass, the device will prompt you to go back to PC.

- 5. Is there a requirement regarding use of informational and literary texts during the benchmark testing?**
 - No, however, it is recommended that both, informational and literary, be assessed during the year.
 - Requiring specific genres or books at certain benchmarks is a district decision, not that of the NCDPI.
 - Online TRC does not have an option for specific genre selections.

- 6. Is it okay to read the TRC benchmark books to my class or teach them before I use them for benchmarking?**
 - No. The benchmark books are secure testing materials and should not be taught or read to students.
 - Reading the benchmark books or teaching the content from the books would constitute a misadministration and can result in a formal report followed by an investigation from the NCDPI.
 - TRC benchmarking is a COLD read. A cold read is defined as reading a text with no exposure, rehearsal, practice, or study in advance.
 - The TRC benchmark kit must ONLY be used during the benchmark assessment windows.

- 7. Do I have to administer the oral questions if the TRC passage is too difficult for the student to decode (below a 90% accuracy rate)?**
 - No, if a student scores below 90% on accuracy in TRC, then the student is struggling to decode text at this level.



8. What if a child has read all books on a particular level?

- If a child has been assessed on all books at a level, then the child may start back with the first book read at the level. A child should never reread a book that was assessed at the previous benchmark. If the child repeats a book, then there should be noticeable growth in the reading behaviors measured at that level. Review the student history to determine the most recent book read.

9. When I administer a benchmark TRC, does the teacher have to read the whole book aloud to the student?

- No, in some situations, the student continues reading the book silently, as prompted by the device, to answer the comprehension questions.
- Students should be given the opportunity to read the entire book as prompted by the device so the student can answer the oral comprehension questions.

10. Why do I only count a proper noun once during TRC? Why is this not an error?

- Proper nouns often have less impact on comprehension in TRC. Marie Clay's research and development of the paper/pencil Running Record reflects this practice.
- Proper nouns are scored differently in DORF where the focus is on accuracy, not error pattern analysis.

11. Is TRC timed, or untimed?

- Timed. The timing is necessary to calculate fluency. While fluency is not an indicator for the student's final TRC level, it is valuable instructional information.
- The fluency rate is indicated on the student summary page.

12. Do I have to complete the MSV (Meaning, Structure, Visual) of TRC?

- MSV analysis is recommended for all students completing an observational assessment. At the instructional reading level, MSV provides the error pattern analysis that guides next steps for teaching and learning.
- MSV is not available for Online TRC

13. Is there a certain time limit or wait time on any of the oral comprehension section in TRC?

- Provide the appropriate wait time as you would during instructional time in class.

14. If a child reaches Level Z before the end of 3rd grade, do I have to continue to assess him or her?

- Once a third grade student reaches a Level Z on an observational assessment, teachers should use the FLEX option for further assessing. Flex would allow the opportunity to continue gathering data about the student's reading in order to inform instruction.

Observational DIBELS Next Questions

- 1. Why assess DIBELS for students who score above proficient in TRC (blue)?**
 - Students with strong skills in accurate reading and comprehension may struggle with fluency. Literacy research describes these students as “slow and steady comprehenders” (Buly and Valencia, 2002).
 - DIBELS is a research-based tool that enables educators to identify which strong readers still struggle with fluency.
- 2. Are all the letters of the alphabet included in LNF**
 - A student encounters all letters of the alphabet, (upper and lower case) before they begin to repeat.
 - LNF is measured and incorporated as part of the composite score between Grade K and BOY of Grade 1 because of its predictive power in identifying students with future reading difficulty.
- 3. Why assess the NWF measure with students already showing strong fluent reading and high DORF (DIBELS Oral Reading Fluency) scores?**
 - Students with strong sight word vocabularies but weak decoding skills can appear fluent in the primary grades.
 - High DORF fluency scores coupled with low DORF accuracy rates or low NWF scores characterize students who cannot apply advanced phonics skills to more complex, unfamiliar words.
- 4. What is the value of assessing both DORF and TRC?**
 - DIBELS measures and TRC provide different lenses to understand the student’s literacy development. Both DORF and TRC prompt students to read aloud yet are distinguished in the information they provide to teachers for differentiating instruction.
 - DORF references a student’s fluency rate against research-based cut points, enabling teachers to determine an appropriate level of instructional support.
 - TRC combines a Reading Record with comprehension strategies to provide teachers with detailed diagnostic feedback on a student’s reading development and behaviors, including the identification of the student’s instructional reading level, error patterns, and cueing systems used during reading.
- 5. How many DORF passages do I have to administer?**
 - Administer three DORF passages during benchmark assessments
 - Administer the retell immediately after each passage
 - During progress monitoring only 1 DORF passage with retell is administered.
- 6. Why assess with 3 DORF passages instead of one?**
 - The DIBELS authors recommend three passages because three DORF readings return a median value that best reflects a student’s abilities.

7. Do I have to administer the retell for DORF if the passage was extremely difficult for the student?

- If the student reads LESS than 40 words, it is then up to the teacher’s professional judgment as to the administration of Retell.
- Administering the Retell in this situation will provide teachers with additional information about the student’s fluency and accuracy struggles.

8. Do I count words on the retell if a student talks about incorrect content from the story, not about the passage at all, or repeats the same information?

- No, the words do not count if the student gets off topic or describes content incorrectly.
- The teacher must know the passage well enough to recognize if the student is wrong or off topic.
- If the student repeats words, only count the repeated words once. For example, the response, “I like bears. I like bears. I like bears a lot.” This is scored as five words.

9. Can students refer to the book or passage for Retell?

- No

Flex Online Assessments

1. Are Flex Online Assessments available for Kindergarten and First Grade?

- No. The measures and comprehensions tasks for kindergarten and first grade require the teacher to listen in and observe reading behaviors and foundational skills.

2. Flex TRC Online Assessment

- The student sits at the computer and reads silently with headphones.
- The silent reading portion of the assessment is a timed task where it measures the student's silent reading rate. Going back and forth between the paper copy and the online screen could be very confusing. Students would need to click through page by page. There is no other way for the software to record the time. While having a paper copy of the book is not prohibited, it should not be permitted during the reading portion of the assessment.
- The student then answers 8 comprehension questions. The student will read the questions silently and respond to the multiple-choice questions.
- The student may use the text to answer oral comprehension questions.
- The teacher will use the online management system to select the online assessment and the level of the book the student needs to begin reading.
- The computer will select the text for the student at the level set by the teacher. If the teacher does not set a starting TRC level for the student, it will default to that time of year’s text level.
- Flex TRC Online measures silent reading fluency and comprehension thresholds.

3. Flex DIBELS Online Assessment:

- Students are provided the opportunity to complete the DIBELS assessments online beginning at 2nd grade MOY.
- DORF and DAZE are available at all benchmark periods in grade 3.
- The student uses headphones to complete the assessment.
- DIBELS Online measures accuracy, fluency, and comprehension.

4. How do I determine which assessment mode to use with a student?

- See “Guidance for Identifying Optional Assessment Mode” document at the back of the FAQs.

Word Recognition Questions

1. Is Word Recognition (WR) required?

- Yes, WR is required for students reading levels PC (Emergent A) through E until mastery is demonstrated on all three lists.
- WR is optional for students reading levels F and above. If there is a concern about a student and the teacher needs another data point to inform instruction, WR should be measured.
- Students read the words directly on the device. There are no paper copies of the lists.

2. What is the purpose of the Word Recognition measure?

- It is administered to assess a student’s ability to read high-frequency words with accuracy and fluency.
- WR is a building block of reading fluency.

3. Do I have to administer all three word lists?

- Yes. The device will guide you through the WR word lists.
- All lists contain both regular and irregular words. The lists include progressively longer and less frequent words, making each list more difficult than the previous.
- The goal is for students to read 18 or more words on each of the three word lists correctly. Students who have achieved this level of mastery will no longer require WR assessment.

Syncing Questions

1. When do I sync my device?

- It is best to sync after every student.
- Sync your device whenever you have internet access. You shouldn’t wait until you’ve finished assessing all your students.
- If you log out and you are not connected to the Internet, your data will not sync. The data has not been saved on the Amplify server. The data is not lost, but must sync in order for it to be saved to the Amplify server.
- Use the sync (circling arrows) button in the bottom left hand corner of the screen to quickly sync your device.

- When you are finished assessing for the day, logging out will ensure data is transferred from the device to the web reports.

2. When do I have to have internet access?

- Internet access is only needed to log in, log out, and sync assessment data

Monitoring Student Progress



Monitoring student progress, as part of the continuous cycle of instructional improvement, is an ongoing practice that helps teachers use data to evaluate the effectiveness of their instruction and inform their instructional decisions. Listed below are the recommended guidelines, from the assessment authors, for collecting formative assessment data, as well as questions to consider in determining the next steps in responsive instruction.

Assessment	Benchmark Level	Recommended Schedule (Grade-Level Materials*)	Guiding Questions for Instruction
DIBELS Next	Well-Below Benchmark	Every 2 weeks	<p>*Out-of Grade Materials</p> <p>When monitoring a student in out-of-grade materials for DIBELS, progress monitoring once per week is ideal, though every other week may be sufficient to determine growth.</p> <p>**See links below for additional guidance from assessment authors.</p> <ul style="list-style-type: none"> • Has instruction been explicit and systematic? • Have students been provided enough time in instruction? • Have students had multiple practice and application opportunities for new learning? • Have students had a negative, positive or questionable response to instruction? • How have other students responded to instruction? • How does instruction need to change in response to student needs (increased scaffolding; extending the learning)?
TRC (Observational)	Well-Below Benchmark	Every 4-6 weeks	
DIBELS Next	Below Benchmark	Every 4 weeks	
TRC (Observational)	Below Benchmark	Every 4-6 weeks	
DIBELS Next	At Benchmark	Recommended but not required	
TRC (Observational)	At Benchmark	Recommended but not required	
DIBELS Next	Above Benchmark	Recommended but not required	
TRC (Observational)	Above Benchmark	Recommended but not required	

**DIBELS Next: [Progress Monitoring with DIBELS Next](#); TRC: [Atlas Technical Manual](#); [Atlas Book Set Development](#)

*** LEAs should refer to [NC MTSS Assessment Guidelines](#) and [NC MTSS Data Decision Rules](#) when determining local policies for progress monitoring.

1. How do I find books for monitoring student progress for TRC?

- Access the mClass:Reading 3D library via the Book Management section at www.ncdpi.mClasshome.com to add books from your school’s collection of progress monitoring books.
- You may also use the add-a-book feature in the Reading 3D application to assess with books that do not exist in the mClass library.
- The number of progress monitoring books to keep in your active book list is no more than 100-120.
- For assistance with these features, contact the Amplify Help Desk at 800-823-1969 ext. 3, or help@amplify.com.

2. Do I listen to a student read the whole book or passage when monitoring student progress of TRC?

- No, the 100 - 150 words selected for TRC monitoring are sufficient for recording reading behaviors and identifying error patterns.
- The oral comprehension questions are asked based on the portion of text (100-150 words) the student reads.

3. For monitoring student progress of TRC, should we use books that students have not read before?

- A PM book does not have to be a “cold” read. However, the book should not be used frequently in the classroom for lessons or sent home for use.
- It is acceptable to use a book the student has read before such as a “warm” read. A “warm” read is a book that a student has read or been read to previously, but not explicitly taught.

4. How many passages should a student read for monitoring of student progress in TRC?

- A reading record of 100-150 words is sufficient for scoring error patterns when checking on the impact of instruction provided for that child through monitoring of progress.
- The Accuracy % score determines the instructional reading level.

5. Are book-specific questions available for monitoring of student progress.

- Some progress monitoring book series do not include specific questions, and some do.
- It is important to remember that the oral comprehension questions for monitoring student progress should ONLY include information from the 100-150 words the student reads aloud to the teacher during the reading record.
- There are 4 general questions that work with any text so schools can monitor progress without purchasing additional books.
- Teachers need to consider the text when selecting appropriate questions.
- One question from each of the 4 areas (**Literal, Inference, Critical, and Creative**) should be asked. See questions below.

- **Fiction Questions:**
 1. Literal with the key concept of characters, setting, problem, and plot detail
 - What happened in this story?
 - Who are the characters?
 - Where does it happen?
 2. Inference with the key concept of connecting details of the story and grasping implicit meaning
 - Is it possible that...?
 - What might have happened before/after...?
 3. Critical with the key concept of evaluating story information and meaning
 - Do you have opinions about the story?
 - What do you like/not like about the story?
 4. Creative with the key concept of imagination sparked by the story
 - Has anything like this happened to you?
 - Tell a story that comes to mind after reading this.

- **Non-Fiction Questions**
 - Literal
 - What is this book about?
 - What is the most important information?
 - What did you learn?
 - Inference
 - What details help you know that...?
 - What did you learn from the pictures/charts?
 - Critical
 - Did you like the book? Why?
 - What questions do you still have about...?
 - Creative
 - What else would you like to learn about this?
 - Can you relate this book to your life?

Exceptional Children and Accommodations

1. Should EC children be assessed using Reading 3D?

- Reading 3D is optional for students whose IEP stipulates the use of the Extend 1 Content Standards in place of the NCSCOS.
- Reading 3D is optional for students whose IEP stipulates the use of an alternate assessment to measure reading skills development.
- From the DIBELS Assessment Manual: DIBELS is appropriate for most students for whom an instructional goal is to learn to read in English.
- From the DIBELS Assessment Manual: DIBELS is appropriate for students for whom learning to read connected text is an IEP goal.
- From the DIBELS Assessment Manual: For students receiving special education, it may be necessary to adjust goals and timelines and use below-grade materials for progress monitoring.

2. For whom is DIBELS not appropriate? From the DIBELS Assessment Manual:

- Students who are deaf.
- Students who have fluency-based speech disabilities such as stuttering and oral apraxia (as identified by a speech specialist).
- Students with severe disabilities for whom learning to read connected text is not an IEP goal.

3. Are students identified as having “special needs” given additional time to complete the tasks if their IEP or 504 lists “extended time” as one of their requirements for DIBELS?

- No, because DIBELS is a screener and not a high stakes test and is designed to measure fluency and proficiency, additional time is NOT permitted for any student.
- Extended time is an unapproved accommodation because it changes how the assessment functions. This means that results cannot be compared to other DIBELS scores or benchmark goals.

4. What about my hearing-impaired students?

- From the DIBELS Assessment Manual: DIBELS would be appropriate for children with mild to moderate hearing impairments who have residual hearing and who are learning phonemic awareness and phonics skills.

5. What about my student that stutters? From the DIBELS Assessment Manual:

- Speech fluency is compromised in students who stutter or have oral motor speech disabilities such as oral apraxia. Given that the nature of such disabilities is slow and/or dysfluent speech, the use of fluency-based measures for these students would not be appropriate.
- A professional judgment is necessary for students who stutter.
- DIBELS may be appropriate for a student who stutters if the student does not stutter while reading the DIBELS passages or completing other DIBELS activities.

6. What should I do about my selective mute or non-verbal student?

- If your student has been identified as selectively mute or non-verbal, follow district procedures and protocols in place for other assessments and standard instructional practice in the classroom. Include this documentation for exclusion in the notes section of the assessment for this child.

7. What about articulation and dialect differences? From the DIBELS Assessment Manual:

- Students are never penalized for articulation or dialect differences that are part of their typical speech. It is helpful for assessors to be familiar with the speech patterns of the students they assess.
- If a student has articulation or dialect differences that are difficult to understand, consider having someone assess the student who is more familiar with the student’s articulation or dialect. At EOY the teacher of record cannot assess the student but may be in the room to interpret the student’s articulation or dialect for the assessing teacher.

- Although teachers are encouraged to model pure production of sounds in their instruction, there is no penalty for students using the schwa sound when producing isolated consonant sounds during DIBELS assessment.

8. What about an IEP accommodation for separate setting?

- If the IEP allows for separate setting for daily and teacher-created classroom assessments, the child may have this accommodation

Accommodations for DIBELS Next

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments	LNF, NWF, DORF, Daze
The use of colored overlays, filters, or lighting adjustments for students with visual impairments	LNF, NWF, DORF, Daze
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	All
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed. The teacher cannot manipulate the tracking card, but if the student uses it every day in instruction it may be used for assessment.	LNF, NWF, DORF, Daze

English Learners/ELs Questions

1. Is the Reading 3D assessment appropriate for English Learners?

- Yes. For children who are learning to read, write, speak, and listen in English, it is appropriate for assessing and monitoring progress of the acquisition of early reading skills.
- From the DIBELS Assessment Manual: Research findings indicate that children who are English Learners can learn to read as well in English as their English-speaking peers.

2. When is it appropriate to administer a Reading 3D benchmark on a child new to the country?

- Progress monitor foundational skills appropriately and out of grade level if needed. For example, a 1st, 2nd, or 3rd grade child with limited English may need instruction in the Kindergarten skill area of phonemic awareness with progress monitoring in FSF and PSF.
- Benchmarking should begin when the next window opens.

3. Can I translate the directions for ELs?

- No, a student with limited English proficiency may NOT be given the directions in his/her primary language. This aligns with the W-APT, English Language Proficiency screener requirement that the assessment instructions be administered in English only.
- Unapproved accommodations can be found in the DIBELS Next Assessment Manual in your DIBELS Next assessment kit on page 20.

4. Can a child use a translation (word-to-word bilingual) dictionary for TRC?

- Only if this is an accommodation in the child's EL plan.

5. What accommodations are there for ELs?

- Refer to the child's EL plan for individual student accommodations.

6. Who completes the Reading 3D assessments? The classroom teacher or the ESL teacher?

- The classroom teacher/teacher-of-record should give the Reading 3D measures.
- In a co-teaching situation (regular classroom teacher and ESL teacher), either teacher may administer progress monitoring measures.

7. What is the difference between an ESL program and a dual immersion program? How does Reading 3D fit in?

- ESL (English as a Second Language) is for students who have been identified through the W-APT/ACCESS Language Proficiency test as English Learners (ELs).
- There are 4 different models of dual language/immersion programs in North Carolina for students to become bilingual, biliterate, and bicultural.
 - **Two-Way programs** group native speakers of English with native speakers of the target language. The mix is approximately 50% of each group. Content is delivered in the target language and in English.
 - **Full Immersion programs** primarily serve native speakers of English in an environment where the target language is used exclusively. Content is delivered in the target language. English in Language Arts is typically introduced around grade 2.
 - **Partial Immersion programs** primarily serve native speakers of English in an environment where the target language is used for some portion of the day. Content is delivered in the target language and in English.
 - **Developmental Bilingual programs** are designed to help non-English speakers learn English, as well as to maintain and improve their native or heritage language skills. Content is delivered in English and in the heritage language.
- For more information on DL/I programs in NC, please visit:
<http://nedliprograms.nedpi.wikispaces.net/NC+DLI+Programs>



Optional Assessments

Oral Language (Optional) and Vocabulary (Optional)

- Designed to give teachers extra instructional information on the student, but these 2 new measures are optional in North Carolina.
- These 2 items DO NOT count in the composite score for DIBELS or reading level for TRC

Written Response to Text

Written Response to Text Administration Guidelines

Written Response to Text is **optional** for Levels F and above. **However, if administered it must be done using the following procedures.**

The teacher:

- must provide the student with the benchmark book;
- must provide the student with prompts from the current assessment materials (accessed through the secure link below);
<https://www.ncdpi.mclasshome.com/>
- must not read the prompt to the student or provide help with any words;
- should not prompt the student to clarify responses or tell the student to go back and add more;
- should allow the student to answer both prompts;
- may scribe using the following guidelines:
 - BOY, MOY, and EOY in kindergarten;
 - BOY and MOY only in first grade;
 - All kindergarten and first grade students are encouraged to attempt their own responses prior to teacher-scribing during these benchmark windows;
 - All students must read the Written Response to Text prompts independently and without additional support or clarifications;
 - When scribing, the teacher must write exactly what the student says;
 - The “dictate to scribe” accommodation may be made for students with appropriate IEP or 504 exemptions, as long as the accommodations are used in everyday classroom instruction and all other assessment settings;
- may provide the prompts on labels on the backs of benchmark books, may allow responses to be written on notebook paper, or may provide photocopied pages from the assessment materials;
- must provide an adequate amount of time for students to fully respond to Written Response prompts;
- must be mindful of students spending an excessive length of time attempting to complete the comprehension task. This may be an indication of student needs at the attempted book level;
- may share student written responses with parents, in the school setting only, in order to discuss instructional needs based on the student’s responses



- should not send home the student’s written responses

The student:

- must read the entire book to respond to the written response to text prompts;
- must read the written response to text prompts independently, without additional prompting or support from the teacher;
- may use the graphic organizers provided or they may be used as optional;
- must answer both written response to text prompts;
- may refer to the book when responding to the prompts;
- may write or type the responses on his/her own paper.

TRC Written Response to Text Scoring Procedures and Reminders

Both prompts must be answered. The final score is the **lowest** of the two scores, even if there is a significant discrepancy between the two responses, i.e., one is proficient, the other non-proficient. The entry of the lowest score does not necessarily mean that a student does not comprehend the text, but is considered evidence of what a student still needs instructionally to demonstrate a deeper understanding of the text. Remember, the student needs to show mastery of the standard addressed in the prompt. The grade level of the student should never impact the score.

The conventions of writing do not apply when scoring. This means spelling, grammar, sentence structure, and punctuation are not relevant to the score. The focus of the written response component is the content that represents a student’s “thinking on paper”.

Knowing the text is critical to scoring with fidelity. Listening to the book being read multiple times does not necessarily mean the teacher will be able to identify the structure of the book, the amount of picture support, or types of various text features provided by a thorough reading of the text.

Rubrics and exemplars, as framed by the standards, are included to facilitate scoring. Student responses do not have to match the exemplars word for word, but do need to meet the rigor of the expectations of the various standards. Use of pronouns or proper nouns in the response should not affect the scoring of proficiency or non-proficiency.

Complex Understanding indicates evidence of higher-order thinking and a deeper connection to the text while *General Understanding* demonstrates solid comprehension reflecting an accurate response with “sufficient understanding” of the text.

Demonstrating proficiency of the standard aligned to each prompt involves the ability to apply the standard to the text. This does not serve as evidence of full mastery of the standard but reflects the ability of a student to understand and apply their learning relative to the instruction being provided in the classroom.



PLC team scoring, grade-level consensus scoring, or asking a partner to help with scoring is highly encouraged to help address subjectivity and promote inter-rater reliability.

Remember, when scoring Written Responses to Text, the teacher should:

- know the text;
- know the requirements of the prompt;
- know the North Carolina Standard Course of Study standard aligned to each prompt;
- refer to the rubric and exemplar when scoring;
- base scoring on the rigor of the text, not the grade-level of the student;
- take the **lowest** of the two scores for the final score;
- not consider conventions while scoring.

Locating the mClass:Reading 3D Atlas Written Response to Text Materials

Security

The Atlas Written Response to Text materials are considered secure assessment materials. They should only be accessed by teachers and administrators who are involved in the mClass:Reading3D assessment process. These materials should never be shared with parents or other individuals outside the school. They should never be copied for reasons other than benchmark assessing. They should never be photographed or duplicated for personal or commercial websites or shared through any sort of social media.

Unless you have a mClass Login or you are an administrator directly involved in the K-3 Literacy Assessment process, you do not have permission to have the Atlas Written Response to Text Materials in your possession.

Written Response to Text: A Rationale Based on Research

“A failure to recognize that composing and comprehending are process-oriented thinking skills which are basically interrelated... impedes our efforts not only to teach children to read and write, but our efforts to teach them how to **think**” (Squire, 1983).

“When we write about what we’ve read, **we reflect on and solidify our learning.** We are challenged to review and synthesize our understandings and consider how our new learning relates to prior knowledge” (Hoyt, 2009).

When writing is viewed in the realm of teaching and learning it has two forms – “learning to write” and “writing to learn”. The general understanding of writing aligns to “learning to write” where students learn and understand the processes of

writing. This includes how to apply the conventions and mechanics of writing such as spelling, punctuation, and grammar. However, “writing to learn” aligns with higher levels of brain function that demonstrate cognition and the ability to synthesize multiple concepts.

The teaching and learning application of writing as formative data, gathered through mCLASS:Reading 3D™, is not process writing. Written response in Text Reading and Comprehension (TRC) is writing to demonstrate learning. The use of open-ended questions, based on synthesis of information from text, aligns with the North Carolina Standard Course of Study (NCSCoS) at a higher level of reading comprehension. Each open-ended response-to-text question that students address provides teachers with information about the student’s cognitive development. This level of cognition refers to dimensions of thinking and reasoning.

During a student’s TRC written response, he/she applies skills at many levels: recall, use of information, clarifications of multiple concepts, and development of personal thought. Students are asked to explain, defend or justify their responses during this data-gathering process with evidence from the text. This directly supports the deeper levels of comprehension development addressed through the new NCSCoS and allows teachers to differentiate instructional practices based on students’ needs.

Researchers, Bangret-Drowns, Hurley & Wilkinson (2004) state that each time students are asked to respond to text through the use of open-ended questions, the written response develops and/or strengthens levels of metacognitive processing. Researchers, (Common Core, 2010; Hoyt, 2009; Gammill, 2006; Lipson, 2007) believe when students employ “writing to learn” strategies, in conjunction with their reading, concepts are solidified. When this takes place, the skills of reading comprehension and critical thinking are generally in place and will continue to strengthen over time.

When students write in response to text, rather than writing to prompts out of context, their responses are grounded in the text. Responding to high quality text-dependent questions and/or petitions with evidence-based written responses accelerates the thought process and deepens comprehension and critical thinking (Duke & Pearson, 2002; Lesaux, 2012; Mendelman, 2008; McKeown, Beck & Blake, 2009

Guidance for Identifying Optional Assessment Mode

(Online and Observational)

mClass:Reading 3D with Flex allows for Online or Observational assessment of DIBELS Next (beginning MOY Grade 2) and TRC (beginning BOY Grade 2). Below are recommendations for selecting the appropriate assessment modality based on students' needs.

Online

Recommended for students:

- who have demonstrate on track reading skills
 - example: students who have a student summary history in Reading 3D and the previous benchmark period the student had a green or blue composite score in DIBELS and/or a green or blue composite score in TRC
- and demonstrate strong computer and independent working skills

Not recommended for students with:

- Severe cognitive delays
- Exemption from online testing due to IEP or 504 plan