



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

July 2016

TM Amplify.

NC Reading 3D Frequently Asked Questions Important Reminders

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General Reading 3D Questions

- 1. Where can I find the assessments?**
 - www.mclasshome.com/assessment
 - www.dibels.org
- 2. What is the Amplify help desk number?**
 - Amplify Customer Care
 - (800) 823-1969, extension 3
 - help@amplify.com
- 3. Who should I contact first if I have a question about Reading 3D and I can't find the answer in this FAQ document?**
 - **Your Regional K-3 Literacy Consultant**
 - **Northeast:** Abbey Whitford – abbey.whitford@dpi.nc.gov
 - **Southeast:** Karla Casteen – karla.casteen@dpi.nc.gov
 - **North Central:** Claudia Lanier – claudia.lanier@dpi.nc.gov
 - **Sandhills:** Anne Evans – anne.evans@dpi.nc.gov
 - **Piedmont-Triad:** Rebecca Belcastro – rebecca.belcastro@dpi.nc.gov
 - **Southwest:** Judy Goins – judy.goins@dpi.nc.gov
 - **Northwest:** Jennie McGuire – jennie.mcguire@dpi.nc.gov
 - **Western:** Kim McWhirter – kimberli.mcwhirter@dpi.nc.gov
 - **Charters:** Nanette Wells – nanette.wells@dpi.nc.gov
- 4. Where can I find my student and class summary data?**
 - mclasshome.com
 - the web reports button on the top left of the class summary list
- 5. We have staff members who need log-in credentials for the assessment. How should we proceed?**
 - Your school or district should have one or more mCLASS system administrators who can set up new users and modify access levels for existing users.
 - Amplify Customer Care can help: 1-800-823-1969 ext. 3.
- 6. 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 Carolyn Guthrie, K-3 Literacy Director, who will send the request to Amplify.
- 7. Is there a specific order that I have to complete the assessment tasks?**
 - No
 - There is no set order to complete the assessments.



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

- No. Directions cannot be reworded or explained.
- 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 teacher feels that the student could have performed better had she or he understood the task/directions, this can be written in the “notes” section for reference.
- If you judge that the student did not hear or understand the directions, you may repeat the directions. If the timer is already running, the timer should continue to run while you are repeating them. It is your responsibility to articulate clearly and loudly enough for the student to hear.

9. 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 his/her own students first hand in order to use the Reading 3D results to guide personalized instruction.
- **K-2 EOY:**
 - A certified staff member other than the teacher of record should assess students in TRC.
 - 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 P 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 P, then the teacher of record should NOT assess the student. Another certified staff member should assess the student. A teacher would determine that a student is close to achieving Level P by utilizing the instructional level of performance of the student during small group reading time.
 - If a student reaches Level P at BOY or MOY, 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 and would not possibly attain a Level P, 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 level of performance of the student during small reading group time.
- Use of an alternate assessor at any benchmark other than EOY is a district and school decision, not that of the State.
- 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.



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

- Benchmarking should only take place during the established windows.
- A student new to a school or classroom between benchmarking periods should be Progress Monitored to guide reading instruction.
- 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.
- Contact your Regional K-3 Literacy Consultant if there are questions.

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

- Online at 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.

12. 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 intended to be used 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 should be sent home 3 times a year, after benchmarking, to inform parents of reading progress.
- There is a generic letter on the Amplify-NC webpage that introduces the home connect letter to parents.

13. 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, not just the letter name associated with the category of text complexity. The discussion should include the student's demonstration of proficiency in the appropriate associated standard.
- Remind parents that these assessments are teacher tools for informing and changing instruction to meet the child's needs, administered on an ongoing basis, not static or summative information.
- 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.



- Student written responses may be shared with parents in the school setting in order to discuss instructional needs based on the student’s responses. At no time should a student’s written responses go home with a student.

14. What does the asterisk (*) beside a child’s name mean in my web reports?

- * indicates the official score
- * may be an indication of
 - multiple assessors
 - syncing issues
 - possible invalidation
 - inconsistency in the data

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

- Students’ mCLASS:Reading 3D data will automatically follow students when they transfer from one in-state district to another. Rosters will refresh daily via PowerSchool, so it is important to keep PowerSchool 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.

16. One of my students is Intensive (red) on DIBELS and Proficient (green) on TRC. Did I do something wrong?

- Students perform differently on DIBELS and TRC. These assessments are different lenses through which we learn about a student’s reading proficiency.
- DIBELS measures foundational skill development and TRC measures the application of those foundational skills when a student reads connected text.
- A student Proficient on TRC and Intensive 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 for the student to address through instruction.

17. When a student scores high on the assessment, how can I show growth?

- High performing students also have room for growth. While this moves beyond performance on Reading 3D and builds on literacy skills such as character analysis and writing, using the assessment is still valuable. It allows teachers to document and analyze error patterns and view growth in reading comprehension to ensure students sustain their learning and maintain or exceed performance at the grade level.

18. 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 I thought it should be or because the child didn’t do as well as I thought s/he would.
- Invalidations are tracked by districts, regional consultants and Amplify.
- Invalidations are reviewed at the State level.

19. Where should I assess my children?

- Reading 3D is intended to be an instructional tool and as such, assessing the measures should be a part of the instructional cycle – for example, as a part of small group work or as a stop in the learning center rotation.
- Instruction should never stop for the rest of the class.

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, when a child’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 history is not available. It is recommended that the teacher use information provided from DORF to determine an approximate starting point.
- During MOY and EOY benchmarks, teachers should use information gained from guided reading lessons and progress monitoring information.
- 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.

2. Is there a requirement regarding use of fiction or non-fiction texts during the benchmark testing?

- No
- However, it is recommended that both fiction and nonfiction should be assessed during the year.

3. Is it okay to read the TRC benchmark books to my class or teach them before I use them for benchmarking?

- No
- TRC benchmarking is a COLD read. A cold read is defined as reading a text with no rehearsal, practice, or study in advance.
- A child should not be exposed in any way to any of the books in the TRC kit before being assessed.
- The TRC benchmark kit must ONLY be used during the benchmarking windows. A book should never be read or discussed or previewed before a child is assessed.
- Best practice would include keeping the Reading 3D benchmarking kit ‘out of sight, out of mind’ in between benchmarking windows.

4. Do I have to administer the Oral and Written Comprehension questions if the TRC passage is too difficult for the student to decode (below a 90% accuracy rate)?

- If a student scores below 90% on accuracy, then this text level is too difficult and shows that the student is not proficient at this level, regardless of what the responses would be on the Oral and Written Comprehension questions.
- It is the teacher’s choice when to ask the student to complete the comprehension tasks in this situation. Time would likely be better spent administering the lower text level and lower comprehension components if the child is below 90%.



5. Are inferential questions included in TRC oral and written comprehension questions?

- Yes
- Oral Comprehension questions are asked at four increasingly complex levels: literal, inferential, critical, and creative.
- Written Response to Text prompts are directly related to the standard for the reading level and grade level. The requirement to inference is only required if that is the standard expectation.
- Written Response to Text prompts often require higher order thinking skills for constructing complete responses. The prompts are directly related to the standard for the reading level and grade level and inference is expected when the standard requires it.

6. What if a child has read both books on a particular level?

- Alternate books if a child has been assessed on all books at a level. A child should never reread a book that was assessed at the previous benchmark.
- The teacher must look at the student's data history to know which book was read most recently.

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

- Yes
- State Board policy requires that children be benchmarked three times a year and progress monitored between each benchmark according to the state progress monitoring schedule.
- It is important to remember that Reading 3D is the formative, diagnostic assessment required for grades K-3 but a Level U reading level expects a child to be instructed on 5th grade standards.

Written Comprehension in TRC Questions

1. Why Written Comprehension?

- Some may argue that text comprehension and writing are two completely different skills. However, a student who easily understands text frees up the cognitive resources necessary for writing. Writing about a piece of text demonstrates a high level of understanding, even if the student struggles to write. This is responding to text at its best.
- The increased rigor of the North Carolina Standard Course of Study requires students to respond to text, constructing responses with evidence found in and tied to the reading. Written Comprehension is an important skill students will be expected to develop as North Carolina moves forward with the Standards for Literature and Informational Text.



- The North Carolina Standard Course of Study includes an “integrated model of literacy” which indicates that listening, speaking, reading and writing should be integrated across the curriculum.
- For an extended explanation and research references, please see the Written Response to Text Assessment Manual on the NC Read to Achieve LiveBinder.

2. When is Written Comprehension administered?

- When a student reads at Level F and higher
- After the student finishes reading the complete book or passage
- Before or after the oral comprehension questions

3. Which students are expected to complete Written Comprehension questions?

- All students reading at Level F and above are expected to complete all parts of both prompts, questions or petitions.

4. When a student reads and then answers TRC Oral Comprehension questions accurately but does not perform well on the Written Comprehension questions, he/she drops to the previous text level. Why does the written response impact the level placement?

- To reach proficiency in comprehension of a specific text, students must demonstrate complete understanding by answering the written questions.
- The Written Comprehension questions on books are necessary because of the length of the text the students read. The teacher only listens to 100-150 words read aloud, and the students’ answers to these written prompts demonstrate the ability to sustain reading for longer print material and gain meaning from that text.
- Each of the 2 written comprehension prompts correlates to a North Carolina standard. Student responses must not only meet the requirements of the questions, but also meet the requirements of the standard, no matter the child’s grade level. For example, a child reading at a level J, whether he is in Kindergarten or 1st or 2nd or 3rd grade, should not only answer the written comprehension questions, but also demonstrate understanding as related to the standard aligned to each question.

5. Where can I find the most current edition of the Written Comprehension Assessment Materials?

- At www.amplify.com/north-carolina in the Resources tab.
- At mClasshome by clicking the support icon on the top left of the home screen.
- The Written Response to Text prompts are considered secure materials and are password protected.

6. When I administer TRC, does the student have to read the whole book at each level? How can I speed up the process?

- Generally, the Reading Record is administered on 100-150 words of the entire text. This is an adequate sample because the student’s error patterns begin to repeat.
- The student continues reading the book silently to answer Written and Oral Comprehension prompts, demonstrate the ability to sustain reading longer material, and gain meaning from the text.



- 7. Why do I only count a proper noun once during TRC? Why is this not an error?**
- Most early literacy assessments follow this rule to give students a chance to move beyond memorizing a language-specific name that may not be based on our phonological system.
 - Proper nouns do not have an 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.
- 8. 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 amount of time a student takes to read a passage is indicated on the student summary page.
- 9. Which should I do first, the Oral or Written Comprehension questions?**
- Either oral or written questions may be completed first.
 - For time management purposes, either Oral or Written questions can be addressed first, but the child must complete the book or passage to answer the written questions.
 - For example: If a child finishes the story or passage while the teacher is assessing TRC, then the Oral questions follow easily. The student should then complete the Written questions, which he/she may do away from the teacher.
 - If the student does not complete the whole story or passage during the reading record with the teacher, he or she must finish it before the Written questions can be answered. In this case, to save time, the student would return to his seat, finish reading the story, and answer the Written questions before returning to the teacher to answer the Oral questions.
- 10. Can I explain a literary term, such as “main idea” or “character trait” in a prompt that the child does not understand?**
- No
 - The literary terms are reading-level appropriate so the child is expected to read and understand the complete written question independently.
 - Best practice includes teachers using the literary and academic vocabulary in the NC Standard Course of Study in daily instruction.
- 11. Do my students have to adhere to the graphic organizers provided with some of the Written Comprehension questions?**
- No
 - The graphic organizers are intended to serve as examples to guide a student’s thinking. They do not have to be used.
 - Students may write answers on their own paper or draw their own graphic organizers if a teacher chooses not to make copies of the written questions for each student.



12. Am I permitted to read the Written Comprehension prompts to my students?

- No
- The student **MUST** read and interpret the Written Comprehension questions/petitions him/herself.
- A student reading Level F and higher is expected to read and interpret the Written Comprehension questions independently.
- Students dictating to scribe are expected to read and interpret the Written Comprehension questions on their own, without help from the teacher.
- There should be **NO** prompting.

13. Do the conventions of writing count when scoring Written Comprehension?

- No
- The score is based on comprehension of the text only as it meets the requirements of the standard.

14. When is it appropriate to scribe for a student?

- Scribing may be done at BOY, MOY, and EOY in kindergarten
- Scribing may be done at BOY and MOY only in first grade
- To scribe or not to scribe in K – 1 is a district decision
- K – 1 students who are writing during the instructional day should be given the opportunity to write for themselves.
- At any point during kindergarten or first grade that the child’s skill level has developed, he or she should attempt to write his or her own answers for the Written questions.
- All students **must** read the Written Comprehension questions independently and without prompting.
- When scribing, the teacher must write **exactly** what the child says.
- The “dictate to scribe” accommodation may be made for students with appropriate IEP or 504 exemptions, **as long as the accommodations are being used in everyday classroom instruction.**
- If a child’s writing is illegible, then the teacher can say “Read me what you wrote” to decipher the child’s inventive writing.

15. Are there accommodations for students with IEPs or 504 exemptions?

- The “dictate to scribe” accommodation may be made for students with appropriate IEP or 504 exemptions as long as the accommodations are being used in everyday classroom instruction.

16. When should a student use the book or passage when responding to questions?

- Oral Comprehension questions
- Written Comprehension questions
- Do **NOT** let the student use the book or passage when assessing Retell

17. How many Written Comprehension questions must a student answer?

- Two
- All parts of both questions must be answered.



18. Is a student required to answer both Written Comprehension questions?

- Yes
- All parts for both questions are required.

19. What score should be entered in the device when there is a discrepancy in the scores of the two questions?

- Take the **lowest** score and enter it into the device as the Written Comprehension score for that student. Scores are never averaged.
- For example: If question 1 gets a score of 3 and question 2 gets a score of 1, then the lower score is recorded. This is **not** an average. For scores of 0 or 1 on either question, more instruction is required for proficiency.
- 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 in order to demonstrate a deeper understanding that meets the rigor of the text and the requirements of the corresponding standard.
- The score should be a reflection of the student’s depth of thinking as related to the standard aligned to each question.
- A scorer should never focus on the exemplars in the written materials, but reflect on the child’s mastery of the standard.

20. Do I have to administer the MSV portion of TRC?

- MSV analysis is required for all students. At the Instructional reading level, MSV provides the error pattern data that guides next steps for teaching and learning.
- Reading 3D includes guidance for Meaning, Structure, and/or Visual error analysis in the TRC reading record.

21. Is there a certain time limit or wait time on any of the comprehension sections in TRC?

- There are no explicit guidelines regarding a time limit, but it is Best Practice to administer any comprehension component as soon as possible following the reading.

22. On TRC, if Oral Comprehension is not proficient and the assessment suggests a lower level, can I skip the Written Comprehension questions?

- Yes
- While the device allows you to enter a score for Written Comprehension even when the Oral Comprehension score is not proficient, it is not necessary for the process and may be skipped.

23. What Written Comprehension results should we keep for evidence?

- Student written results inform instruction, show growth over time, and are a good resource to spur discussion with parents as well as colleagues who teach the students in later grades.
- Retain them for reference and review (at least for the duration of the school year).
- Best practice includes saving the final EOY scored written responses in a student’s cumulative folder or in a student’s writing folder at least until after BOY of the next school year for instructional information for the new teacher.



DIBELS Questions

1. Why is fluency assessed so much?

- Automaticity, or quick application of decoding skills, allows students to focus on understanding what they read rather than struggling to slowly sound out words or recall sound-symbol correspondences. This comprehension is necessary for future learning.
- From the DIBELS Assessment Manual: Timing allows the assessor to capture not only a student’s knowledge and ability with the early literacy skills, but also the student’s fluency on and confidence with the skills. A student who performs a task fluently – that is, both accurately and quickly – has learned the skill to mastery, is automatic in performing the underlying skills, and is more able to remember, maintain, and apply the skill than a student who does not. Both accuracy and fluency in early literacy skills are critical to successful reading and comprehension.

2. 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.
- 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.

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?

- No
- Because this assessment 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.
- Other accommodations are allowed and can be found in the DIBELS assessment manual as well as on page 22 of this FAQs document.

4. 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.

5. Are all the letters of the alphabet included in LNF

- A student encounters all letters of the alphabet 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 the predictive power it adds when identifying students with future reading difficulty.



- 6. Why assess the NWF measure with students already showing strong fluent reading and high DORF 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 decode advanced words that they do not recognize by sight.
- 7. 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 (DIBELS Oral Reading Fluency) 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.
- 8. How many DORF passages do I have to administer?**
- All 3 during Benchmark periods
 - The Retell should be administered immediately after each passage.
 - During Progress Monitoring only 1 DORF passage is administered.
- 9. 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.
- 10. 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 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.
- 11. Do I count words on the Retell if a student talks about incorrect content from the story, not about the story 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 story 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.” Is scored as five words.



12. Can students refer to the book for Retell?

- No

13. How do I enter DAZE scores for my class?

- Please see the K-3 Literacy LiveBinder or the Amplify/North Carolina website for directions to enter DAZE scores

Word Recognition Questions

1. Is Word Recognition Required?

- Yes, WR is required for students reading levels PC through E until mastery is demonstrated on all three lists.
- All students must have WR mastery in their data history.
- 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 may be measured.
- As a result of the 2016 Reading 3D enhancements, 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 offers insight into a student's ability to identify those words that appear frequently in texts read by elementary students.
- It is a building block of reading fluency.

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

- Yes.
- 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 List C correctly. Students who have achieved this level of mastery may no longer require Word Recognition assessment or high-frequency word instruction.
- Research is ongoing to establish benchmark goals by grade level and time of year.



Syncing Questions

1. When do I sync my device?

- It is best to sync after every few students.
- 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 attached to the internet, your data will not sync. The data has not been saved on the Amplify server. The data is not lost, but it is not saved either.
- Use the sync (circling arrows) button in the bottom left hand corner of the screen to quickly sync.
- Check web reports (top left) to make sure the sync button is green. This lets the assessor know that the sync has been successful.
- When 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.

Progress Monitoring Questions

1. How often do I progress monitor?

- Progress monitoring is assessment of effectiveness of instruction. Conduct it frequently to reflect on and determine if instruction is matching the needs of students.
- Progress monitoring is formative assessment. Conduct it frequently enough to inform appropriate instruction.
- The more concerned you are about the intensity of the intervention, the more frequently you should progress monitor.
- Students farthest behind receive the most intensive rates of progress monitoring. This maximizes limited instructional time and minimizes inefficient instruction, highlighting the need to make instructional adjustments.
- There should be a more intense sense of urgency for students below or well below benchmark. Accelerating progress is crucial for these students. Typical teaching is not suitable for these students if they are to meet the next benchmark goal.
- RED = a minimum of every 10 school days
- YELLOW = a minimum of every 20 school days
- GREEN = a minimum of once a grading period
- BLUE = a minimum of once a grading period
- Students with unique needs may need more frequent assessment at the teacher's discretion, particularly for MTSS or EC requirements.
- When determining a progress monitoring schedule, bear in mind that students must receive adequate time and instruction between assessments for the learning to "take hold."



2. What should I progress monitor if the DIBELS Next composite score is red or yellow?

- To see all of the benchmarking scores, click on the Time of Year tab. To see DIBELS assessment scores, click on the composite score circle.
- To ensure that the student has the appropriate instruction in the foundational skills, the teacher must drill into the composite score to find the skill deficit.
- There is somewhat of a hierarchy of skills (simple to complex) in the DIBELS components. This skill hierarchy, from low to high, begins with FSF, then goes higher to PSF, then higher to NWF CLS, then higher to NWF WWR, then higher to DORF.
- Drilling into the composite score Best Practice example: If a student is red or yellow in PSF, NWF, and DORF, but green in FSF, then instruction and progress monitoring would be in PSF. Progress monitor according to the student's needs, with the lowest DIBELS measure not mastered. Teach this PM skill "at teacher table" (small-group intervention time) to allow the student time to practice new learning.
- Remember to always drill back to the earliest skill in the hierarchy that is not yet proficient, yellow or red, for informing instruction and progress monitoring at the appropriate skill deficit level.

3. Can the software let me know when to progress monitor?

- Yes
- After selecting a student from the class summary page in the web reports, the "days since last assessed" can be found by expanding each measurement column.
- Remember that "days since last assessed" includes weekends and holidays and should not be used as the only tracking method for which students need progress monitoring when.
- The K-3 Literacy Read to Achieve LiveBinder has many examples and ideas for managing the Progress Monitoring process.

4. How do I find books for progress monitoring TRC?

- Access the mCLASS library via the Book Management section at mCLASShome to add books from your school's collection to Reading 3D.
- 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, please contact the Amplify Help Desk at 800-823-1969 ext. 3 or help@amplify.com.

5. Do I listen to a student read the whole book or passage when Progress Monitoring TRC?

- No
- 100 - 150 words are selected for TRC progress monitoring
- The Oral Comprehension questions are asked based on the portion of text (100-150 words) the student reads.



- 6. For Progress Monitoring TRC, should we use books that students have not read before?**
- A PM book does not have to be a “cold” read (cold means students have never seen this text). 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 (a “lukewarm” read).
- 7. How many passages should a student read for TRC progress monitoring?**
- One 100-150 word passage is sufficient for scoring error patterns when checking on the impact of instruction provided for that child through progress monitoring.
 - The blue Accuracy % score determines the instructional reading level.
 - If the blue % Accuracy score is 95% or above, the book or passage is too easy. If the blue % Accuracy score is 89% or lower, the book or passage is too hard.
- 8. Am I required to include a written component when progress monitoring students in TRC?**
- No
 - Written questions are not required for progress monitoring.
 - Composing writing in direct response to a text should, however, be a part of the instruction students learn and practice between benchmarks when reading at levels F and above.
 - It is important to remember that progress monitoring scores may be higher than the final Benchmarking score because there are no written comprehension questions included in progress monitoring TRC.
- 9. The Written Comprehension portion of TRC sometimes stops my students at a certain level on benchmark, but this does not happen on progress monitoring, when Written Comprehension is not administered. Why is that?**
- Written Comprehension is not a requirement for progress monitoring TRC. The only component required for TRC progress monitoring is Oral Comprehension.
 - The teacher may turn the last two questions of the oral comprehension questions into written comprehension question prompts. This might be done if the focus of the instruction had been to help students use comprehension strategies to write about their reading. BUT the oral comprehension scores are entered in the device BEFORE the oral question becomes a written response. Scoring for a writing example during progress monitoring is not appropriate. This can then be recorded in the notes section for the student.
- 10. Are book-specific questions available for the progress monitoring books, as for the benchmark books?**
- Some progress monitoring book series do not include specific questions and some do.
 - We use 4 general questions that work with a large and growing library so schools can start progress monitoring without purchasing additional books. These questions are found as TRC Oral Comprehension questions when Progress Monitoring.
 - 1 question from each of the 4 areas (**Literal, Inference, Critical, and Creative**) should be asked.



- **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**
 1. Literal with the Key Concept of characters, setting, problem, and plot detail
 - What is this book about?
 - What is the most important information?
 - What did you learn?
 2. Inference with the Key Concept of connecting details of the story and grasping implicit meaning
 - What details help you know that...?
 - What did you learn from the pictures/charts?
 3. Critical with the Key Concept of evaluating story information and meaning
 - Did you like the book? Why?
 - What questions do you still have about...?
 4. Creative with the Key Concept of imagination sparked by the story
 - What else would you like to learn about this?
 - Can you relate this book to your life?

- General questions also make the Progress Monitoring assessment feel less like a test, so the student actually engages in the reading. This way, the teacher sees where the student struggles, and can follow up in areas where the student shows significant interest.



EC/Exceptional Children Questions

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

- Reading 3D is optional for students whose IEP stipulates the use of the Extended 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
- 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.

4. Can I use the “dictate to scribe” accommodation with my EC students?

- The “dictate to scribe” accommodation may be made for students with appropriate IEP or 504 exemptions as long as the accommodations are being used in everyday classroom instruction.
- A child may type TRC written comprehension question responses if this accommodation is a part of his/her IEP for instruction.

5. What about my hearing-impaired students?

- The TRC “dictate to scribe” accommodation may be made for students with appropriate IEP or 504 exemptions, **as long as the accommodations are being used in everyday classroom instruction.**
- 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.



- 6. 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.
- 7. 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.
- 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.	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. If a child moves into my school district and is new to the United States, when do I put him/her on my Reading 3D class list in the device?

- When new students have been placed in PowerSchool, they will be added to the mCLASS:Reading 3D school list via an automatic nightly upload. Add students to a class to begin Reading 3D.
- It is important to begin building oral language immediately and Progress Monitor as needed. Start instruction in the appropriate skill area and use the appropriate measure to monitor student progress.
- Benchmarking should begin when the next window opens.

3. When do I do the first Reading 3D benchmark on a child new to our country?

- Immediately begin to develop the child's oral language.
- Progress Monitor foundational skills appropriately, 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.

4. The skill area is phonemic awareness and the measure is FSF and PSF

-
- Benchmark at the next window with grade level expectations.

5. 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.

6. 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.

7. What accommodations are there for ELs?

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



8. **Who does the Reading 3D assessing? 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.

9. **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://ncdliprograms.ncdpi.wikispaces.net/NC+DLI+Programs>



Important Reminders and Helpful Hints

TRC Written Response to Text Administration Reminders

- 100-150 words of a book are included in the TRC running record. The student must read the entire book to answer the written comprehension questions.
- The student does not have to sit with the teacher to finish reading the book.
- The student must answer all parts of both written comprehension prompts.
- It does not matter if oral or written questions are completed first.
- The student must read the written comprehension questions independently with no prompting or support from the teacher.
- The student must have access to the book during the oral and written comprehension components of the assessment.
- The student may write the responses on his own paper.
- The graphic organizers included in the question prompts are optional for children to use. They are suggestions intended to help guide thinking.
- The most current edition of the questions and exemplars can be identified by “mCLASS:Reading 3D Rigby Edition [2015 Update]” at the bottom right of the page. All previous versions of the written response to text prompts should be destroyed.

TRC Written Comprehension Scoring Reminders

- Writing is intended to be evidence of a child’s thinking about a text.
- The teacher must have read the book to score the writing with fidelity.
- Demonstration of understanding of the standard (found at the top of each rubric) aligned to each question should be the final determining factor for deciding if a child is ready to move up to the next reading level. Use the rubrics and exemplars to facilitate scoring but NOT as the only scoring factor. The standard is the ultimate scoring guide.
- The grade level of the student should never impact the score. The only things considered when assigning scores are the words the child writes on the page. For example, teacher feelings such as “That’s pretty good for a first grader,” or “I know what she really meant,” or “He’s made so much progress this year,” are **NOT** acceptable and should NEVER influence the score a teacher gives. Score with your head, not your heart.
- If a child doesn’t put it on the paper, it doesn’t count or impact the score.
- A level J is a level J is a level J is a level J...no matter who the student is or what grade s/he is in. A level P is a level P is a level P is a level P...no matter who the student is or what grade level s/he is in. This is true for every reading level.
- PLC team scoring, grade level consensus scoring, or asking a partner to help with scoring is best practice and helps address subjectivity.
- The conventions of writing do not apply when scoring. TRC measures reading behaviors and the child’s comprehension of the text as compared to the standard.



TRC Helpful Hints

- **The Goal**
 - The goal of administering TRC is to observe and interact with students while they engage in an authentic reading experience.
 - This is one of the most valuable ways to identify strengths and needs in order to plan strong, effective reading instruction.
- **Determining a Starting Point**
 - The mobile device will default to the last book level progress monitored.
 - When administering TRC, teachers can select a higher or lower level text than the one the mobile device indicates.
 - Teachers should reference the DIBELS portion of Reading 3D as well as other classroom tools when making this decision.
 - Teachers may also want to compare the DORF passages from the DIBELS assessment to the benchmark books and select starting books based on the student's comfort with the DORF passages used.
- **Jumping Levels**
 - When assessing very advanced or very low-performing students, teachers can use their professional judgment to jump forward or jump back multiple levels during TRC administration.
 - If teachers find they overestimated or underestimated a student's level, the mobile device continues to guide them to the correct instructional level.
- **Looking for Patterns**
 - Look for patterns in the class or school as a whole when selecting the starting passage.
- **Struggling Students**
 - Use the frustration (FRU) button if the student has problems reading the selected text level.
 - When students clearly struggle with a specific text, teachers should use their professional judgment and discontinue that text. The assessment takes this into account and jumps to a lower level passage and/or assigns the student a final instructional level.
 - Be mindful of students spending an excessive length of time attempting to complete the comprehension task as this may be an indication of student needs at the attempted book level.
- **Reading Aloud**
 - Students must finish reading the books on their own before completing the oral and written comprehension questions.
 - Noting when a student should read on his/her own better helps teachers manage their time, since they are not required to remain with the student for the entire length of the assessment.



Important Sites for Additional Reading 3D Information

<http://www.livebinders.com/play/play/850102>

- Reading 3D Support tab
- Reading 3D Tutorials tab
- Progress Monitoring Resources tab
- FAQs tab
- Teacher Demonstration Videos tab
- Written Response to Text tab

www.amplify.com/north-carolina

- Helpful Hints and Guides
- TRC Cutpoints
- TRC Written Comprehension Questions, Rubrics, and Exemplars
- Device Requirements
- Newsletters

www.ncpublicschools.org/k-3literacy

- Publications
- Links
- Resources



Reading 3D Enhancements for 2016-17

TRC PC and RB

- Re-developed to increase the coverage of critical early literacy skills in the areas of print knowledge and reading readiness as defined by the National Early Literacy Panel and included within the CCSS for ELA
- Revisions increase alignment with the constructs of concepts of print, reading readiness, and print knowledge, while clarifying administration and scoring procedures through the wording of directions for the teacher and for students
- Less redundancy between PC and RB

TRC PC

- Modeled after and better aligned to Marie Clay's Observation Task for Concepts of Print
- Better aligned to include understanding of
 - Print concepts
 - Phonemic awareness
 - Phonics and word recognition skills
 - Application of these skills in reading emergent reader text by the end of Kindergarten
 - 13 items; cut point = 8
 - Teacher reads a book to a student and asks the student questions before, during, and after reading

TRC RB

- 6 items; cut point = 3
- Assesses key skills in the areas of reading readiness and print knowledge including
 - Phonemic awareness
 - Early decoding
 - Sight word recognition
 - Student reads a book while the teacher observes the student's reading behaviors and asks two questions upon completion of the reading

DIBELS Word Recognition (WR)

- The new teacher-student sharing interface eliminates paper materials
- Teacher turns the screen to the student
- Student reads the word on the screen
- Teacher marks student response by tapping on one of the dots, which auto-advances to the next word

Oral Language (Optional) and Vocabulary (Optional)

- Designed to give teachers extra 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

