

North Carolina Reading 3D Frequently Asked Questions Helpful Hints

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, ext 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**
 - **Region 1:** Abbey Whitford – abbey.whitford@dpi.nc.gov
 - **Region 2:** Karla Casteen – karla.casteen@dpi.nc.gov
 - **Region 3:** Claudia Lanier – claudia.lanier@dpi.nc.gov
 - **Region 4:** Anne Evans – anne.evans@dpi.nc.gov
 - **Region 5:** Rebecca Belcastro – rebecca.belcastro@dpi.nc.gov
 - **Region 6:** Judy Goins – judy.goins@dpi.nc.gov
 - **Region 7:** Melissa Ashley – melissa.ashley@dpi.nc.gov
 - **Region 8:** Kim McWhirter-Mazzella – kimberli.mcwhirter@dpi.nc.gov
 - **Charters:** Nanette Wells – nanette.wells@gmail.com
- 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: 1-800-825-1969 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 with Amplify and DPI.

- 7. Is there a specific order that I have to complete the assessment tasks?**
- No
 - There is no set order to complete the assessments. However, if the DORF tasks are given prior to TRC, the teacher will be able to estimate the reading level on which to start TRC for the student.
- 8. If a student doesn't seem to understand the directions, can I reword or explain to make them easier to understand?**
- No
 - 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.
- 9. Can someone else or a team assess my students so that I can continue with instruction?**
- A teacher should assess his/her own students because it is imperative that a teacher know his/her own students first hand in order to use the Reading 3D results to guide personalized instruction.
 - Only certified staff are allowed to assess students with the mClass tool.
- 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 your 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 9 weeks 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.
- 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 abilities, not just the reading level.
- 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.

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

- * indicates that more than one person has assessed the child.

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

- If a student moves from one school to another within the same school district, he/she brings all of his Reading 3D historical assessment data with him/her.
- If a student transfers to a different school district, he/she cannot (as of school year 13/14) bring his data, but he can give his new school printed reports that establish his reading proficiency.
- If a student moves away and then returns to the same school, the mCLASS system can provide a longitudinal view of his time at the school by restoring his historical assessment data.
- When a student is deleted from a school roll, Amplify keeps all assessment data so 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.

TRC Questions

1. How do I know where to start the TRC leveled passages 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.

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

- No
- However, it is suggested that both be assessed at some point during the year.

3. 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%.

4. Does TRC comprehension include inferential questions?

- Yes.
- Oral Comprehension questions are asked at four increasingly complex levels: literal, inferential, critical, and creative.
- The two Written Comprehension questions should reflect answers matching the Common Core Standard assigned to the questions, and aligning to the text complexity of that Standard.

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 Common Core Standards 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 we move forward with the new Common Core Standards for Literature and Informational Text.
- The Common Core State Standards include an “integrated model of literacy” which indicates that listening, speaking, reading and writing should be integrated with each other and across the curriculum.

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 questions or petitions.

4. When a student reads and 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 at comprehending a specific text, students must demonstrate comprehension by answering the written questions.
- The Written Comprehension questions on the higher level books are necessary due to the length of the text the students read. The teacher only listens to 100-150 words read aloud, and the students’ answers to these questions demonstrate their ability to sustain reading for longer print material and gain meaning from that text.

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

- www.amplify.com/north-carolina

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.
- At higher levels, the student continues reading the book silently to answer Written Comprehension questions, 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.

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?

- 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 while sitting 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 question 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 terms encountered in the Written Comprehension questions 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 do not have to be used. They were intended to serve as examples.
- Students may write answers on their own paper or draw their own graphic organizers.

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

- No
- The student **MUST** read and interpret the Written Comprehension questions 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.

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

- BOY, MOY, and EOY in kindergarten
- BOY and MOY only in first grade
- At any point during kindergarten or first grade that the child’s skill level has developed, he or she should attempt to write their 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.**

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
- Some questions have more than one part. All parts of both questions must be answered.

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

- Yes
- Some questions have 2 parts and 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.
- 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.

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

- MSV analysis is required for all red and yellow students. It provides the error pattern data that guides instruction.
- Reading 3D includes guidance for Meaning, Structure, and/or Visual error analysis in the TRC reading record.
- While it is available for all students as needed, it is especially important for students with high needs, as it is necessary to analyze error patterns to fully determine the reading instruction they need.

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

- No
- 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).

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 someone retesting 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.

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.

First Sound Fluency Questions

1. What are the administration and hesitation rules for FSF?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
First Sound Fluency (FSF)	1 minute	Zero points in the first five words	3 seconds	(as often as needed) <i>Remember to tell me the first <u>sound</u> that you hear in the word.</i>
				(only once) <i>Remember to tell me the first sound in the word, not the letter name.</i>

Letter Naming Fluency Questions

1. What are the hesitation rules for LNF?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
Letter Naming Fluency (LNF)	1 minute	Zero letters named correctly in the first row.	3 seconds	(only once) <i>Go this way.</i>
				(only once) <i>Try to say each letter name.</i>
				(only once) <i>Say the letter name, not its sound.</i>
				(as often as needed) <i>Keep going.</i>
				(as often as needed) Teacher is allowed to point if a student loses his/her place.

2. 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.

Phoneme Segmentation Fluency Questions

1. What are the hesitation rules for PSF?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
Phoneme Segmentation Fluency (PSF)	1 minute	Zero correct sound segments in the first five words	3 seconds	(only once) <i>Say the sounds in the word.</i>
				(only once) <i>Remember to say all the sounds in the word.</i>

Nonsense Word Fluency Questions

1. What are the hesitation rules for NWF?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
Nonsense Word Fluency (NWF)	1 minute	Zero correct letter sounds in the first row.	3 seconds	(as often as needed) <i>Keep going.</i>
				(only once) <i>Go this way.</i>
				(only once) <i>Say the sounds, not the letter names.</i>
				(only once) <i>Just read the word.</i>
				(only once) <i>Try to read the words as whole words.</i>
				(as often as needed) Teacher is allowed to point if a student loses his/her place.

2. 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 scores coupled with low NWF scores characterize students who cannot decode advanced words they do not recognize by sight.

DIBELS Oral Reading Fluency Questions

1. What are the hesitation rules for DORF?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
DIBELS Oral Reading Fluency (DORF) and Retell	1 minute + 1 minute maximum for Retell	Zero words read correctly in the first line, STOP, do not administer Retell	DORF: 3 seconds	(as often as needed) DORF: <i>Keep going.</i>
		If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage		(as often as needed) DORF: Teacher is allowed to point if a student loses his/her place.
			Retell: first hesitation 3 seconds	(only once) Retell: <i>Can you tell me anything more about the story?</i>

2. What is the value of assessing both DIBELS ORF and TRC?

- DIBELS measures and TRC provide different lenses to understand the student's literacy development. Both DIBELS ORF 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.

3. 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.

4. Why assess with 3 DIBELS ORF 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.

5. **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.
6. **Do I count words on the Retell if a student talks about incorrect content from the story or not about the story at all?**
- 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.
7. **Can students refer to the book for Retell?**
- No

DAZE Questions

1. What are the hesitation rules for DAZE?

DIBELS Next Probe	Timing	Discontinue Rule	Hesitation Rule and Reminder Prompts	
DAZE	3 minutes	No discontinue rule	No hesitation rule	(as often as needed) <i>Remember to read the story silently.</i>
				(as often as needed) <i>Remember to circle the word in each box that makes the most sense in the story.</i>
				(as often as needed) <i>Just do your best.</i>

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.

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.

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.

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.

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

Progress Monitoring Questions

1. How often do I Progress Monitor?

- Progress Monitoring is formative assessment. Conduct it frequently enough to inform appropriate instruction.
- The more concerned you are about a child, 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 RtI 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 TOY 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 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 lowest (earliest) skill in the hierarchy that is 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 needs progress monitoring when.
- The K-3 Literacy 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 suggested 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 Wireless Generation 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.
- 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.
 - Teachers can always use the question stems from the Written Comprehension questions as a guide for instructional purposes.
 - The teacher may turn the last two questions of the oral comprehension questions into written comprehension question stems. 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.

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**
 - 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.
- **Reading Aloud**
 - With higher level texts, students must finish reading the books on their own before completing a portion of the 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.

Helpful Hints for Managing the Written Comprehension Process:

- **Easy and immediate access to the book specific Written Questions:**
 - Type the questions on mailing labels that are put on the back of the books and students use their own paper to record answers.
 - Put questions in plastic sleeves and have students use their own notebook paper to record answers.
 - Put questions in a folder and have students use their own paper to record answers.
 - Put questions on index cards in the back of the book in a pocket and have students use their own notebook paper to record answers.
- **Student Reminders:**
 - The Written Comprehension questions do not need to be copied, just answered.
 - Use the attached document to format the questions on large mailing labels.
 - Written Comprehension questions may be kept in a student folder.
- **“Mr. Say”:**
 - Add “Mr. Say” directions for Written Comprehension questions. This allows for consistency of administration.
 - Mr Say: Please reread the book you have just read. Read the comprehension questions to yourself and answer them on your notebook paper. I cannot read the questions for you or help you to understand the questions. You must do this all by yourself.

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 Wireless Generation 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.