



Remote Assessment of mCLASS

From the University of Oregon and Amplify

As you plan for the new school year, we at Amplify and the team at the University of Oregon are here to provide continued guidance and support around collecting and using DIBELS 8th Edition data. In this guide, we offer recommendations for beginning-of-year (BOY) benchmark assessment with DIBELS as well as tips for interpreting benchmark data given the ongoing widespread disruptions to school.

mCLASS assessments can be administered remotely by connecting with your students using a video conferencing tool. You may need to administer remote assessments to students if:

- You teach in a virtual school
- You or a cohort of students are quarantining
- Your school transitioned from in-person to remote learning

Videos:

- [How to prepare for remote assessments](#)
- [Sample remote assessment video \(NWF\)](#)
- [Sample remote assessment video \(ORF\)](#)

Key Points:

Before you assess:

1. Determine how you will show student materials and score in mCLASS at the same time.

	Description
Recommended set up	<ul style="list-style-type: none">• One computer for video conferencing and sharing student materials.• One touchscreen device for scoring in mCLASS.
Modified set up	<ul style="list-style-type: none">• One computer. <p>Note: mCLASS app is optimized for touchscreen; scoring with a mouse may need more practice.</p>

2. Familiarize yourself with the [digital copies of student materials](#).

3. Schedule virtual meetings with students.
4. Determine how you will handle scenarios where there's a lag:

	Description
Record the meeting	<ul style="list-style-type: none"> • Before the assessment begins, press the recording button on your video conferencing tool. • After the virtual meeting, listen to recording and rescore in mCLASS if needed. • Pick a decision rule for how to score ambiguous items and be consistent. For example, if you decide that you will give a student the benefit of the doubt and mark ambiguous similar sounding items correct when you can't quite hear their answer, do this for all students you assess.
Use a phone	<ul style="list-style-type: none"> • Before the assessment begins, call caregiver's phone using your phone (type *67 before your number if you want your number to be hidden). • Ask the caregiver to press the speaker button. • Mute yourself and your student on the virtual learning platform.

While you assess:

1. Take the opportunity to connect individually with your students as they experience so much change. Don't make the session solely about assessing, and remind caregivers and students that the assessment is a way to see how you can best tailor instruction.
2. Make student materials visible to your student.

	Guidance
DIBELS	<p>Use the share screen feature to display student materials on your screen.</p> <p>For Maze, choose the model that works best for you:</p> <ul style="list-style-type: none"> • Students complete Maze online <ol style="list-style-type: none"> 1. If your student will complete Maze online during a video conferencing call, put a link to the student assessment site

(mclass.amplify.com/student) and the student's credentials into your chat box (learn how to generate student credentials in this [video](#))

2. If your student will complete Maze online outside of a video conferencing call, coordinate with caregivers (you will need to send an email with the student's credentials and URL of the student platform (mclass.amplify.com/student)).

- Students use fillable PDFs. Here are steps to find the PDFs and instructions for using them:
 - Open University of Oregon's [site](#)
 - Click "Download DIBELS Materials"
 - Accept the user agreement
 - Click "Remote Testing" in the panel on the left
 - Find fillable PDFs under the Grade 2-6 headings
- Students complete Maze on paper
 1. Locate the benchmark Maze materials on University of Oregon's [site](#)
 2. Print a copy of the form you need (e.g. BOY) for each student in your class.
 3. Send the form home in a sealed envelope with students, mail the form to caregivers, or have caregivers get forms via school-based pick-up. Provide instructions not to open the envelope until the student is ready to take the assessment.
 4. Provide parents with instructions on how to proctor the assessment for their child. They need to:
 - Give the form to their child
 - Sit with their child and read the instructions and practice items
 - Tell their child to stop when 3 minutes has elapsed
 - Send screenshots of their child's work via email or text, or return the completed form to the school in a

	<p>sealed envelope provided by the school.</p> <ul style="list-style-type: none"> ■ Enter results into the mCLASS web reports.
Vocabulary	<ul style="list-style-type: none"> ● If your student will complete Vocabulary online during a video conferencing call, put a link to the student assessment site (mclass.amplify.com/student) and the student's credentials into your chat box (learn how to generate student credentials in this video) ● If your student will complete Vocabulary online outside of a video conferencing call, coordinate with caregivers (you will need to send an email with the student's credentials and URL of the student platform (mclass.amplify.com/student)).

3. Score in mCLASS.

Student materials

	Benchmark	Progress Monitoring
DIBELS 8th Edition	Available for free download on the University of Oregon website	

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