mCLASS®

Remote Administration of
mCLASS®: Acadience® Reading

Dear Educators,

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

While recognizing that assessing students remotely will not be possible for many schools, Acadience Learning's guidance states "we value the fact that teachers wish to keep their reading instruction and assessment going… [and assessment data] may help you to get a sense of the student's progress and current reading skill AND keep the student motivated as well as reinforce for the student the importance of continuing to work on their reading." However, given that there is no way to achieve a standard administration remotely, it is critical that results and growth calculations from BOY to EOY are not utilized for any high-stakes decisions.

If you choose to progress monitor:

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

- For students who were on track at the last benchmark, progress monitoring on the most advanced skills would be advisable.

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

- If you are using a remote platform, use one that you and your students **already have experience** with. You should be able to see the student on screen and display student materials. (See images on page 6.)

- If there are delays or lag over the internet, using the phone and muting the video is an option to consider.

- Parents/guardians need to be present at the start of assessment to test the setup. On page 5 you'll see a **sample email** which requests their help.

- **Practice your remote setup** prior to engaging with students. Consider scheduling a "dry run" with a colleague.

- Take advantage of this opportunity to **connect individually with your students** as they experience so much change.

- **Contact us for help.** Our customer care team is eager to assist you via email at help@amplify.com or by phone at 1-800-823-1969.

- **Share your feedback.** Please complete this four-question survey about your personal experience with remote assessment.

Sincerely,

The Amplify mCLASS team

Before Assessment Administration

Key Action	Best Practice
1. Equipment check	• Confirm you have access to two internet-enabled devices—one to score students' responses (preferably a touch screen) and one to display student materials (ideally a laptop/desktop). • Confirm each student has access to a laptop/desktop or iPad/tablet with internet access (cell phones are not recommended for viewing materials). • Headphones/earbuds are recommended for both you and the student.
2. Plan for poor connectivity	• If audio connection is poor via web conferencing, connect over the phone for audio and display student materials via computer. • If you are unable to display materials for the student via computer, email the PDF(s) to the parent/guardian 15-20 minutes prior to administration and ask them to print hard copies.
3. Organize your materials	• Download student materials here. • Find instructions for online Daze administration here. • Go to mclass.amplify.com/assessment on the device you will use for scoring. (Reference the Getting Started Guide for detailed instructions.) • Sync your device to install the latest version of the software. • Confirm you have access to your students' accounts within mCLASS. • Charge your device.
4. Prepare your remote setup	• Set up a practice session using the same platform you will use with students. • Preview your webcam (i.e., adjust lighting and camera angle, remove unwanted items from behind you) • Minimize potential distractions for assessor (i.e., close all applications not in use, turn off notifications) • Minimize potential distractions for students from your screen (i.e., practice displaying PDFs in full screen or reading view so controls and your desktop are not visible. Enlarge PDFs on screen so the whole page does not show at once.)

During Assessment Administration

Key Action	Best Practice
1. Begin with informal conversation	• Test remote setup with a parent/guardian present to be sure both audio and video are clear. • Begin with informal conversation to put the child at ease. • Establish where the student should look to make eye contact. • Practice giving a thumbs-up signal for the camera to indicate readiness. • Thank the parent/guardian for their help and kindly ask them not to sit with their child for the assessment. • Say to the student: "We are going to do some reading tasks that we usually do in school together. It will feel a little different today since we're doing this over the computer/phone. Just like always, please do your best work."
2. (For NWF and DORF) Confirm the student can clearly see the items and understands how to move across the page.	• Zoom in on the page so that only 10 lines show at a time (Seeing all of the items at once can be overwhelming to students). • Make note of the last item displayed so you can scroll down if the student reaches it. • While reading Mr. Say's instructions, use your cursor (or highlight) to indicate the first item/word. • Ask the student to give a thumbs-up to indicate they see the first item/word and are ready to begin.
3. Follow standardized administration practices with the exception of these modified prompts.	• **NWF:** If the student hesitates, wait 3 seconds; say the sound/word; mark the missed sound/word incorrect. Say "keep going" or if necessary, <u>point to/highlight the next word with your cursor.</u> • **DORF:** If the student hesitates, wait 3 seconds; say the word; mark the missed word incorrect. If necessary, <u>point to/highlight the next word with your cursor.</u>

Sample Parent Communication

Dear [parent/guardian name],

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

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

Thank you in advance for your help!

Sincerely,

[Your name]

Recommended Setup (will vary depending on virtual platform)

Assessor View (Student and Materials)	Student View (Assessor and Materials)