

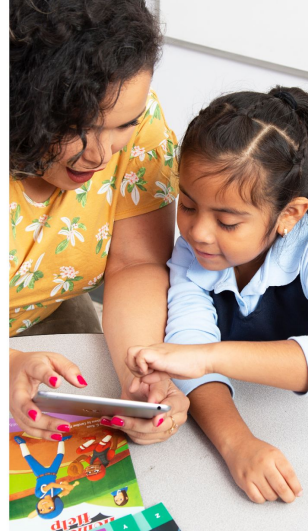
Amplify.

All about Remote Assessment

December 3, 2020



COLORADO
Department of Education



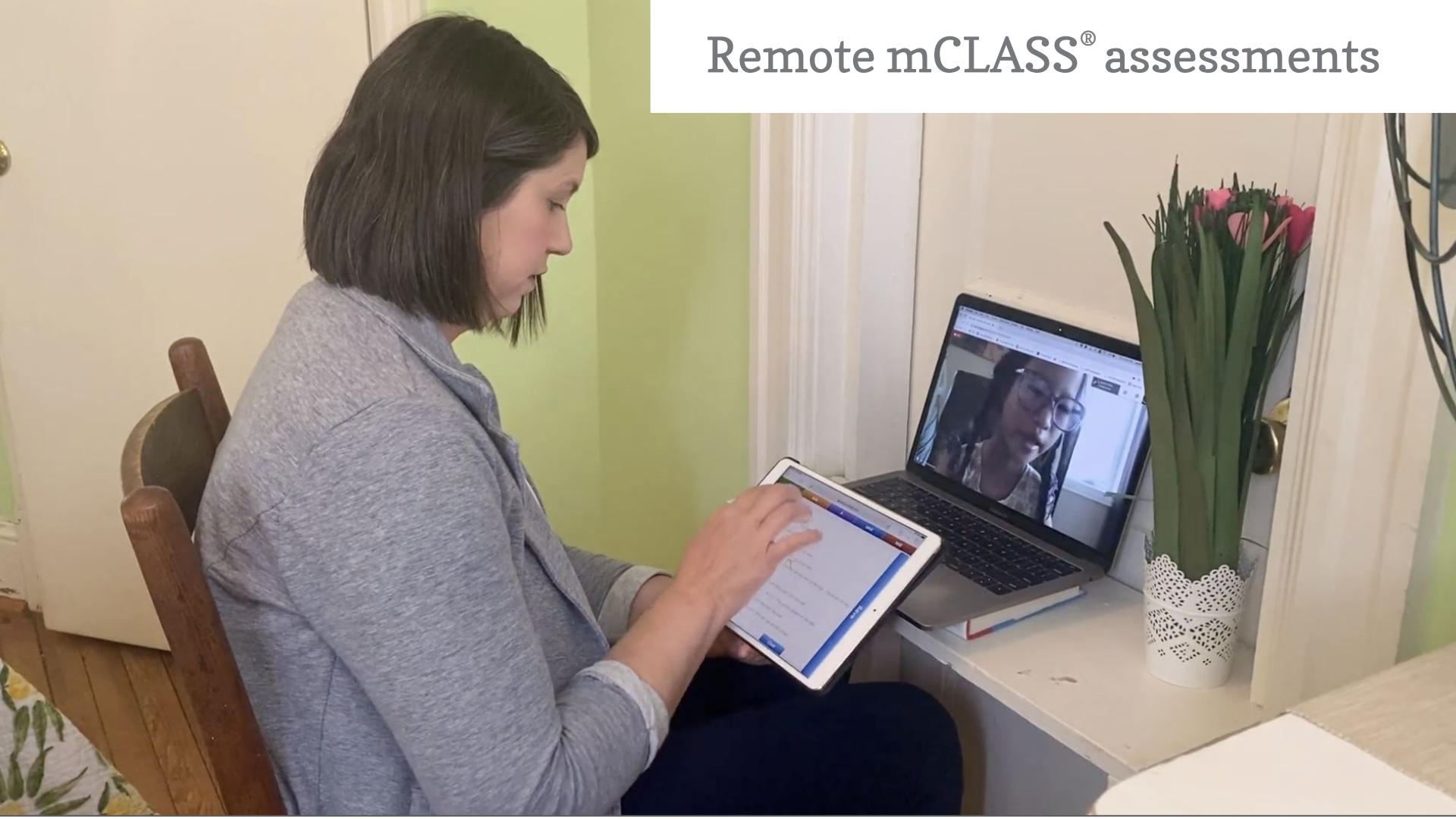
Agenda

- How to prepare
- Live demonstration of administering remote assessment
- ELAT Supports

How to Prepare for Remote Assessment



Remote mCLASS® assessments



Choose your set up

Recommended set up



Connecting with
your student



Scoring

Modified set up

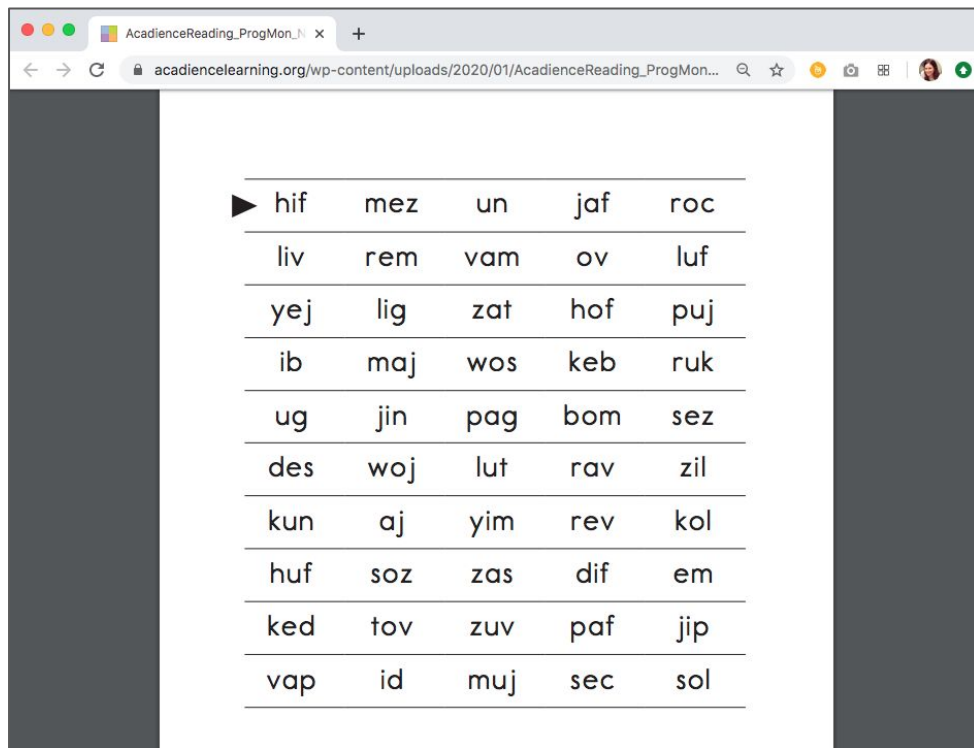


Connecting with
your student &
scoring



Familiarize yourself with digital copies of student materials

<https://acadiencelearning.org/remote-testing-acadience-reading-materials-download/>



A screenshot of a web browser window. The address bar shows the URL: acadiencelearning.org/wp-content/uploads/2020/01/AcadienceReading_ProgMon.... The page content displays a table of words arranged in 10 rows and 5 columns. A right-pointing triangle icon is positioned to the left of the first row. The browser's interface includes standard navigation buttons (back, forward, refresh) and a tab labeled 'AcadienceReading_ProgMon... x'.

hif	mez	un	jaf	roc
liv	rem	vam	ov	luf
yej	lig	zat	hof	puj
ib	maj	wos	keb	ruk
ug	jin	pag	bom	sez
des	woj	lut	rav	zil
kun	aj	yim	rev	kol
huf	soz	zas	dif	em
ked	tov	zuv	paf	jip
vap	id	muj	sec	sol



Email caregivers to explain why you want to do a reading check



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 each student has learned so far and what I still need to teach. In order to continue this progress check virtually, I'm requesting 15 minutes of your time to help me complete the reading check with your child.

Before we meet, please try to find a quiet space in front of a desktop, laptop, or tablet for your child. Earbuds or headphones are helpful but not required. We'll test the audio together and make sure your child can clearly see my screen.

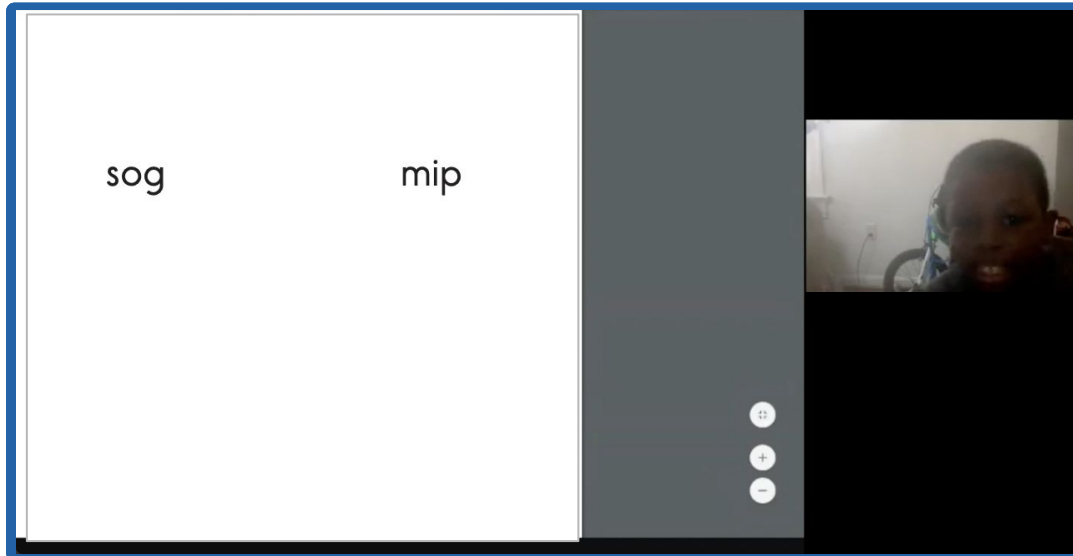
It is important for students to complete the assessment without help from caregivers, so while it may be tempting, please don't help.

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.
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.

Assessing with one device

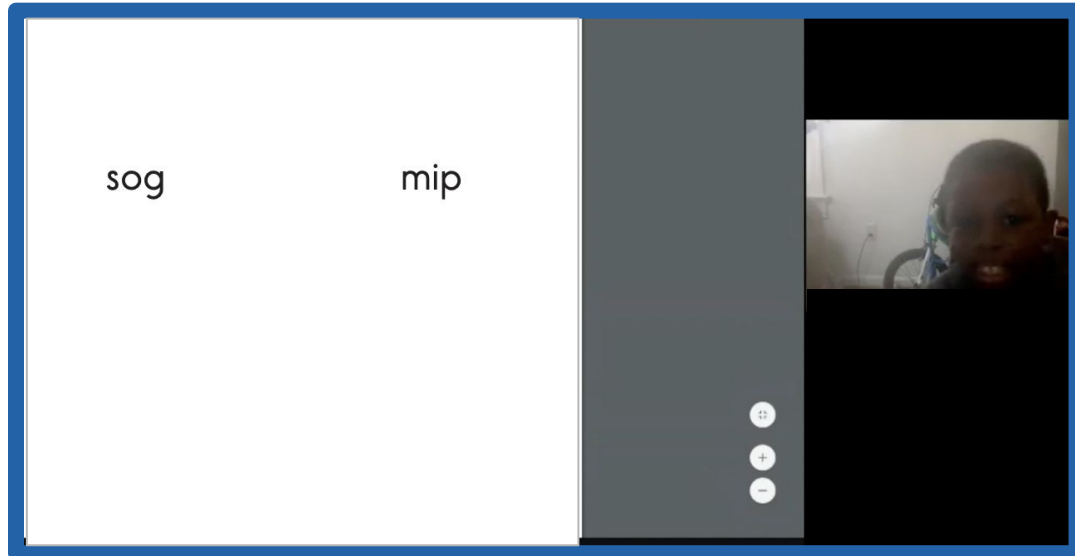
1. Open one browser window and join the video conference
2. Open a second browser window and navigate to mclass.amplify.com/assessment
3. Reduce the size of both windows so you can see both on your screen
4. View your student and materials in one window and score the assessment in the other



Assessing with one device

Browser window 1

video conferencing to hear
and see student

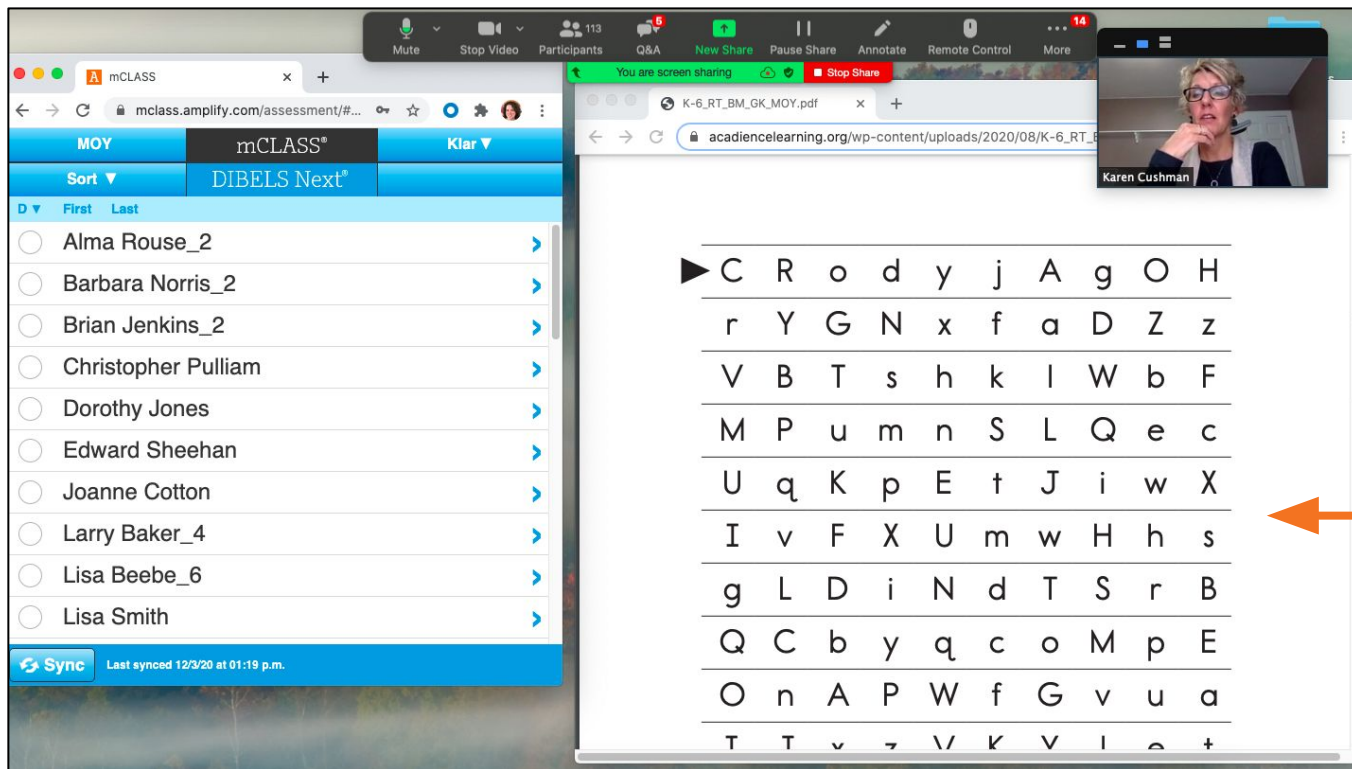


Browser window 2

mclass.amplify.com/assessment
to score



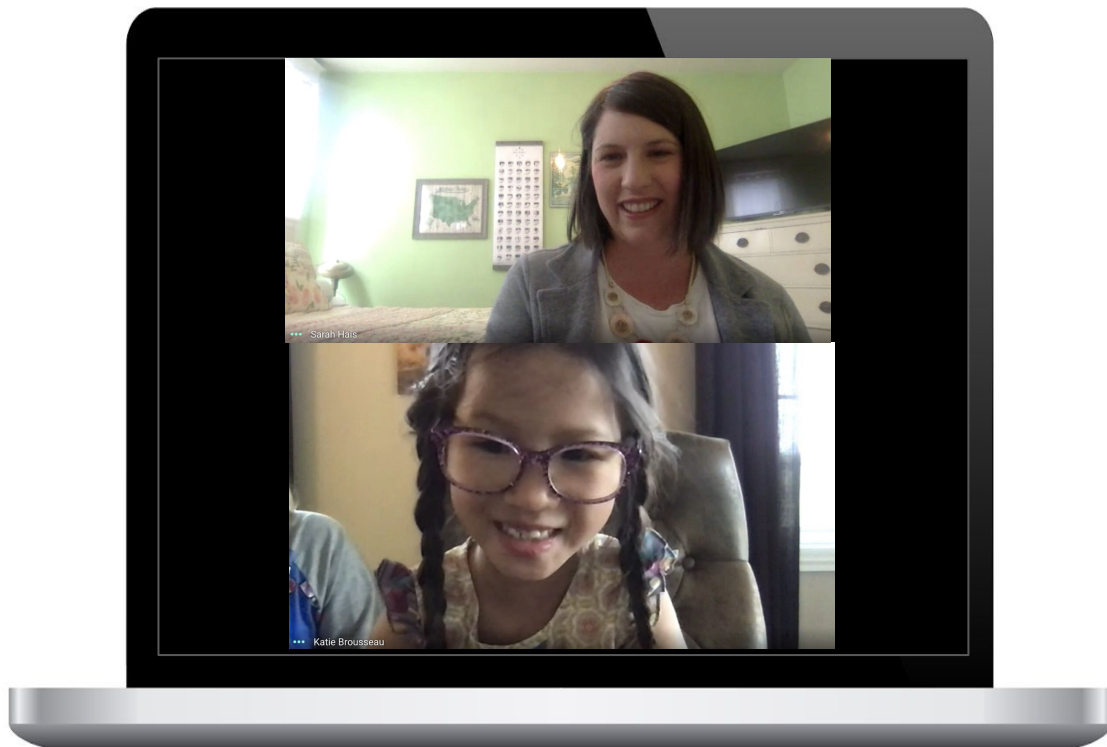
Your desktop will look like this:



Share only
the window
or tab that
has the
student
materials!



Take the
opportunity when
finished to
connect once
more with your
student



Live Demonstration of Remote Assessment



ELAT Microsite

- **Remote assessment resources**
- **Acadience Diagnostic (Deep) Training**
- How to get started with mCLASS - Self-Paced Module
- mCLASS Interactive Skills Map
- Pathways of Progress Training
- Self-Paced Modules

Where to learn more? amplify.com/colorado

Introduction

Important Updates

Benchmark Windows

Resources

DIBELS Next and IDEL Resources

Acadience Reading Diagnostic (formerly DIBELS Deep) Resources

Teacher Reports and Student-Level Data

Reports for Instructional Leaders

Progress Monitoring

Parent Resources

Microsite Resources

Videos:

- [How to prepare for remote assessments](#)
- [Administering Acadience: Reading remotely](#)
- [Administer mCLASS®:IDEL remotely](#)
- [Administering Acadience: Reading \(NWF\) remotely](#)

ELAT Supports



ELAT Supports



- Office hours
- Monthly newsletters
- Coaching support
- Professional development
- [ELAT Microsite](#)

Assigning students to online assessments

We will add to the ELAT Microsite this week!

4. Assign assessments to students

The screenshot shows the mCLASS Online Assessments interface. At the top, there are dropdown menus for District (PWS District), School (PWS School), and Class/Group (Class 2A). Below these, there is a section titled "Select the assessment(s) you want to assign to all students." with a list of checkboxes: DIBELS Next, DAZE, Vocabulary, Spelling, TRO, Decoding, and RAN. The DAZE and Vocabulary checkboxes are checked. Below this list, there is a table of students with their names and the assessment options for each. The students listed are Diaz, Ana; Flaredon, Theo; Jacob, Miles; and Parker, Erik. For each student, the DAZE and Vocabulary checkboxes are checked, while the others are unchecked. A video player interface is visible at the bottom of the screenshot, indicating a video is playing.

Student	DIBELS Next	DAZE	Vocabulary	Spelling	TRO	Decoding	RAN
Diaz, Ana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flaredon, Theo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacob, Miles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parker, Erik	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Video to walk you through step by step directions

Project-wide Sessions

MOY Data Analysis for Leaders MOY Data Analysis for Teachers

If you didn't get to attend our regional data analysis sessions in 19-20, this is where you should start!

You should attend if

- You want to learn how to use your MOY data to inform next steps for planning and instruction in your school (leaders) and classroom (teachers)

How long is it?

- Six hours, credit hours eligible

How is it delivered?

- Remotely via Google Meet

Learn more about the sessions [here](#) and register [here](#).



Project-wide Sessions

If you attended our
Regional Data Analysis
sessions in 19-20,
consider attending this
in 20-21!

MOY Instructional Planning & Delivery for Leaders MOY Instructional Planning & Delivery for Teachers

You should attend if

- You want to learn to use your MOY data to plan targeted instruction for the three Tiers (I, II, and III) in your classroom and practice delivery of whole group and small group lessons (Teachers)
- You want to learn how your MOY data identifies instructional needs for the three tiers (I, II, and III) in your schools and want to reflect on root causes and make an action plan for meeting student needs (leaders)

How long is it?

- Six hours, credit hours eligible

How is it delivered?

- Remotely via Google Meet

Learn more about the sessions [here](#) and register [here](#).



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Wrapping up



ELAT MOY Benchmark Windows

November 30th - December 18th

Or

January 4th - January 21st



Who do I contact if I need to change my MOY window?
Email Genna Faulkenberry at gfaulkenberry@amplify.com

Where do I send questions about approved interventions and READ plans?

READAct@cde.state.co.us

Q & A

