DIBELS® 8th Edition Administration Supplement for Remote Testing for the
Remainder of the 2019-2020 Academic Year

In these extraordinary times, our team at the University of Oregon wants to assure you that we are here to provide guidance and answer your questions about collecting, using, and interpreting DIBELS 8th Edition data. We know that standard in-person administration of DIBELS 8th Edition measures is likely not possible for most schools during this extended period of school closures, and so we offer the following recommendations for assessing students’ learning remotely using DIBELS 8th Edition.

First and foremost, we recommend as always that you only use DIBELS 8 measures to the extent that they can inform instructional decisions. In other words, when deciding whether to collect DIBELS 8 data remotely, think about whether the data will help you make decisions related to the primary purposes of DIBELS 8: to identify student risk, to monitor student progress, and to inform instructional decision making. To help you decide whether remote DIBELS 8 administration is appropriate for you or your school, ask:

- Do I need these data given the current context?
- Given the interruption of instruction this year, do these data still provide me with useful information about student learning?
- Will we be able to use these data to plan instruction for the remainder of this year or next year?
If the answer to all of these questions is no, remote testing is probably not worthwhile in your context, and the time is better spent on other instructional priorities. If the answer to any of these questions is yes, remote testing may be beneficial, as long as remote testing guidelines are followed.

What follows are some general guidelines for DIBELS Data System (DDS) users and others who use DIBELS 8 on how to navigate remote testing. These guidelines are intended to help you achieve as close to a standard administration as possible, however please keep in mind that there is no way to achieve a perfectly standardized administration remotely. There are many factors outside of our control that may impact student scores when engaging in remote testing, and so standardized test administration is unlikely to be maintained from student to student. As such, we recommend caution when interpreting remote scores. Results from end of year (EOY) DIBELS 8 assessments and growth calculations from beginning of year (BOY) to EOY should not be utilized for accountability purposes or other high-stakes decisions because of the unprecedented disruption to learning this school year.
DIBELS 8 Remote Testing Guidelines

Choosing Measures to Administer

**EOY benchmarking.** If you choose to engage in EOY DIBELS 8 benchmark testing and have the flexibility to adapt your EOY testing protocol, we recommend assessing with a limited selection of EOY measures to lighten the assessment burden while still providing you with useful instructional information.

<table>
<thead>
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<th>Grade level(s)</th>
<th>Recommended measures</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>PSF and WRF</td>
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<tr>
<td>Grade 1</td>
<td>WRF and ORF</td>
</tr>
<tr>
<td>Grades 2-8</td>
<td>ORF (and Maze for Amplify customers)</td>
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We recommend administering these specific measures in these grades because standardized administration of these measures is least compromised by remote delivery. However, please note that you will not be able to calculate composite scores if you choose to adopt this adapted approach. You do still have the option to administer all of the usual assessments.

**Progress monitoring.** If you choose to progress monitor students remotely, we recommend prioritizing students who were well below and below benchmark expectations on the Composite Score at the previous (MOY or BOY if you had not yet assessed) benchmark period, and using standard DIBELS 8th Edition progress monitoring recommendations. See the DIBELS 8th Edition Administration and Scoring Guide Supplement for more details.

**Maze.** We do not recommend administering maze for EOY benchmarking or progress monitoring because of the absolute requirement for paper copies. The logistics are difficult but not insurmountable. First, you will need to guarantee the student will have access to a paper copy.
of the necessary form. Second, you will also need to observe the Maze administration through web conferencing. Finally, you will need to devise a way for the form to be returned either via mail, scanning, or photos. The exception to these logistics are DIBELS users who are customers of our partner Amplify; you will be able to administer Maze online and in that case it is a recommended assessment for Grades 3 and up.

**Recommendations for Remote Testing**

Below we provide a detailed process for conducting remote assessment using DIBELS 8. Before getting started, please note the following overall recommendations:

- EOY-only packets have been created to ease administration; they can be downloaded on our materials page at: [https://dibels.uoregon.edu/assessment/index/material/](https://dibels.uoregon.edu/assessment/index/material/). It is normally preferable for students to read from hard-copy materials. If mailing packets to students’ home or emailing pdfs to parents/guardians and printing at home is not feasible, display the materials digitally for students via a web conferencing screen share.

- Whenever possible, use a remote platform you and your students already have experience with for the administration. You should be able to see the student on screen even if you need to display student materials through a screen share. Most web conferencing tools allow for this, but you may need to experiment with settings.

- Parents/guardians need to be present at the start of assessment to test the setup. Near the end of this guide, you will 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 or family member.

- Take advantage of this opportunity to connect individually with your students as they experience so much change. Don’t make the session solely about testing, and remind
parents/guardians and students that the assessment is a way to see how you can best tailor instruction to promote learning.

- **Contact us for help.** Our customer care team is eager to assist you via email (support@dibels.uoregon.edu) or by phone at 1-888-497-4290.

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

### Before Assessment Administration

<table>
<thead>
<tr>
<th>Key Action</th>
<th>Best Practice</th>
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| **1. Equipment check**      | - Confirm you have access to an internet-enabled device to communicate with the student and display student materials (ideally a laptop/desktop computer).  
                              | - Confirm each student has access to a laptop/desktop computer 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 the audio connection is poor via web conferencing, connect over the phone for audio and display student materials via computer. |
| **3. Organize your materials** | - Download administrator and student materials [here](#).  
                              | - *If the parent/guardian is able to print from home,* email student material PDFs at least 15-20 minutes prior to administration and ask them to print hard copies.  
                              | - Download student material PDFs to your own computer, and be prepared to display them on your screen. |
4. Prepare your remote set up

- 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 student PDFs in full screen or reading view so controls and your desktop are not visible. Make sure the whole page is visible to students.).

During Assessment Administration

<table>
<thead>
<tr>
<th>Key Action</th>
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<tbody>
<tr>
<td>1. Begin with informal conversation</td>
<td>- Test remote setup with a parent/guardian present to be sure both audio and video are clear with no delays. <em>If using printed materials</em>, make sure you can see the student materials and student’s hands.</td>
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<td>- Begin with informal conversation to put the child at ease.</td>
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<td>- Establish where the student should look to make eye contact.</td>
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<td>- Practice giving a thumbs-up signal for the camera to indicate readiness.</td>
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<td></td>
<td>- Thank the parent/guardian for their help and kindly ask them to sit away from their child for the assessment to minimize distraction (we recommend that they sit behind child out of eyesight).</td>
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<td></td>
<td>- Say to the student: “<em>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.</em>”</td>
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2. (For LNF, NWF, WRF, and ORF) Confirm the student can clearly see the items and understands how to move across the page.

- Ensure the correct student materials are displayed for each subtest.
  - *If using printed materials*, ask parent/guardian to pull up the correct page.
  - Pull up the correct student materials page on your screen.
- Provide standardized administration directions, using your cursor (or highlight) to indicate the first item/word and to show directionality on your screen.
- 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 and instructions.

- **LNF prompt**: If the student hesitates, wait 3 seconds; name the letter; and say “Keep going”; mark the missed letter as incorrect. *If using digital PDFs*, point to/highlight the next letter with your cursor.
- **NWF prompt**: If the student hesitates, wait 3 seconds; say “Keep going”; mark the missed sound/word incorrect. *If using digital PDFs*, point to/highlight the next word with your cursor.
- **WRF prompt**: If the student hesitates, wait 3 seconds; give the correct word; and say “Keep going”; mark the missed word incorrect. *If using digital PDFs*, point to/highlight the next word with your cursor.
- **ORF instructions**: “Please read this story out loud. If you get stuck, I will tell you the word, so you can keep reading. When I say ‘Stop,’ I may ask you to tell me about what you read, so do your best reading. Start with the first word. Ready? Begin.”

### After Assessment Administration

<table>
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| 1. Score assessments and enter data | Score assessment as you normally would.  
  DDS users may enter data into DDS as normal.  |
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.
- I may also ask you to print out assessment materials, if this is easy for you to do.
- It is important for the child to complete the assessment without your help to provide me with information about how I can help your child with their reading skills. While it may be tempting, please do not help.
- The meeting should take about 15 minutes.

Thank you in advance for your help!

Sincerely,

[Your name]
Recommended set up (will vary depending on virtual platform)

Student View (of assessor and materials)

Printed student form (optional)