

## **DIBELS® 8<sup>th</sup> Edition Remote Testing Administration Directions**

### **2020-2021 Academic Year**

1. Before beginning, use the **Remote Testing Practice Page** to ensure that video and audio are working appropriately (See directions on p. 3 of this document).
2. Once you are ready to begin testing, 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. Please read in a loud, clear voice, like mine. Just like always, please do your best work.”**
3. Practice giving a thumbs up when the student is ready. Say to the student: **“Today, when you are ready to read, I want you to give me a thumbs up. So, when we get to a new activity and I ask, ‘Are you ready?’, when you’re ready to read, you’ll give me a thumbs-up, like this (demonstrate to student). Let’s practice. When I say, ‘Are you ready?’, what do you do?”** Student should give thumbs-up signal for the camera to indicate readiness. Give corrective feedback as needed.
4. Ensure the correct student materials are displayed on your screen before administering each subtest. If using printed materials, also ask the student or parent/guardian to pull up the correct page.
5. Use the student materials displayed on your screen to provide standardized administration directions. Use your cursor to indicate the first item/word and to show directionality on your screen, as you would normally do with your finger during in-person administration.
6. Ask the student to give a thumbs-up to indicate they see the first item/word and are ready to begin.

7. **Follow standardized administration practices with the exception of the modified instructions and prompts for the subtests below.** We recommend making notes on your scoring forms ahead of time to remind yourself of these slight differences in administration directions and prompts when remote testing.

- a. Modified hesitation prompts (Letter Naming Fluency, Nonsense Word Fluency, Word Reading Fluency): When the prompt tells you to point to the student form, *if you are using digital PDFs, point to the form using your cursor. If you are using paper administration, do not point, but provide the rest of the prompt.*
- b. Modified instructions (Oral Reading Fluency): Updates to script are highlighted below:

Modified Examiner script
<b>Please read this <u>story</u> out loud.</b>
<b>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.</b>
<b><u>Put your finger on the first word.</u> Ready? Begin.”</b>

## DIBELS® 8<sup>th</sup> Edition Remote Testing Practice Pages

2020-2021 Academic Year

Prior to administering DIBELS 8 measures remotely, use the appropriate remote testing practice page to ensure that students are able to read the text that is displayed through screen share and to ensure that there is no delay in audio.

### Directions:

1. Screen share the remote testing practice page for your student's grade (e.g. if testing a first grader, present the page with the footer "DIBELS 8th Edition First Grade Remote Testing Practice". If a student does not know their letter names, present the kindergarten page.
2. Say to the student: **"First I want to make sure that you can see what's on the screen. Tell me the name of each of these letters/shapes."** Have student name each letter/shape, prompting the student to **"Keep going"** if needed.
3. If the student appears to have trouble seeing the letters/shapes (e.g. is squinting, is hesitating on/getting letters incorrect that you know that they know):
  - a. If you are administering the measures paper/pencil: Make a note of this and continue with administration.
  - b. If you are administering the measures digitally: Ask parent to switch to a device with a larger screen, or switch to paper/pencil administration. If neither of these options is immediately feasible, discontinue testing until you are able to do one of the above. Continuing with testing will result in invalid test scores.
4. Next say to the student's parent/guardian: **"Now I'd like to test the audio. Parent/guardian, please tell me the name of each of these letters/shapes and pause for 3 seconds on the 2<sup>nd</sup> or 3<sup>rd</sup> letter/shape."**
5. When the parent/guardian pauses for 3 seconds, provide the hesitation prompt **"Keep going"**.
6. If you or the parent/guardian notice a delay in audio, switch to using a phone for audio.