Implementation Plan for mCLASS Reading 3D with Flex Online Administration

Prior to online assessment administration

Key Action	Considerations / Best Practice	Your Plan
❏ Provide teachers with the opportunity to view the video on mCLASS:Home explaining how the DIBELS measures assess the Basic Early Literacy Skills required for students to become proficient readers	1. Go to www.mclasshome.com. 2. Log in with your teacher username and password. 3. Select the Training icon. 4. Select the video "Basic Early Literacy Skills and DIBELS Next Measures."	
❏ Determine exclusions to online administration	1. Student is identified as at-risk according to grade-level expectations, benchmarks, or other measure 2. Student reads at Level P or below 3. Severe cognitive delays 4. IEP or 504 plan exemption 5. Limited English proficiency to the degree that the student will not understand the task 6. Poor attention span or self-regulation	
❏ Make arrangements for students who will not be testing online to engage in a different activity during testing	1. Work independently on a class project or computer program 2. Help out in a classroom of younger students 3. Join another teacher's class	
❏ Select students for online administration in the Assessment Management Portal	1. Go to www.mclasshome.com. 2. Log in with your teacher username and password. 3. Select Online Assessments. 4. To assign the online modality to a student, check the box next to the measure name.	
❏ Generate student logins for mCLASS:Home	1. Cut the logins page into strips to distribute to students on the day of testing.	

❏ Prepare testing equipment	1. Ensure you have sufficient computers/tablets for all students who will be using Flex at one time. 2. Ensure you have functioning headphones for all the students who will be using Flex at one time.	

Day of Online Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❏ Set up students' equipment (browsers and headphones) prior to start of assessment	1. Plug in headphones and adjust the volume. 2. Open a browser (e.g., Chrome or Safari). 3. Go to www.mclasshome.com/student.	
❏ Provide a brief overview for students	1. "Today you'll be taking a reading assessment on the computer. Listen carefully to the instructions and do your best work--do not just click through the screens. If at any time you need the directions repeated, click the picture of the owl. 2. Do not talk to or disturb your classmates during the assessment. 3. Raise your hand if you have a question, and I will come to you."	
❏ Help students log in using their printed login information	1. Enter the student's username and password. 2. Confirm the correct name and grade display at the top of the screen.	

Key Action	Considerations / Best Practice	Your Plan
❏ Begin assessment session	1. Put on the headphones and adjust them so they fit comfortably. 2. Click START.	

During Online Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❏ Maintain standardized administration practices	1. You may only help students with navigation questions (e.g., how/where to click). 2. Do not explain the meaning of unknown words to students. 3. Do not read instructions for students. If students need them repeated, tell them to click the speaker icon or the owl.	
❏ Manage technology	1. If a student exits from full-screen mode, use F11 to return to full-screen mode. 2. If you need to interrupt testing (e.g., fire drill, poor internet connection), instruct students to log back in to mCLASS:Home. 3. The software will return to the start of timed measures and resume untimed measures where the student left off.	
❏ Manage student behavior	1. Minimize disturbances during administration. 2. Give students a quiet activity once they have finished testing.	

After Online Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❑ Confirm results appear on mCLASS:Home	1. Go to www.mclasshome.com. 2. Log in with your teacher username and password. 3. Select Reading 3D. 4. Select the time of year tab (e.g., BOY). 5. A computer icon displays next to the student name to indicate online results.	
❑ Review the scores for each measure to determine which students require instructional support beyond core instruction	1. Look at the individual measures to identify in which early literacy skill(s) support is needed. 2. Note that some of the measures are timed, so off-task behavior during testing can lead to an underestimate of student skills. 3. If a student's results are inconsistent with their in-class performance, consider assessing 1:1 with DIBELS progress monitoring measures and/or TRC Benchmark measures on the mobile device.	
❑ Progress monitor students who are receiving support to evaluate the effectiveness of instruction.	1. DORF, Daze, and TRC progress monitoring are available online.	