

North Carolina Diagnostic Pilot Frequently Asked Questions

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This document contains common questions (and answers) pertaining to the administration of mCLASS[®]:Reading 3D[™] and the North Carolina Diagnostic Assessment Pilot. Click a question to see its answer; if you are on a Windows computer, press **Ctrl** on your keyboard when clicking.

As always, please do not hesitate to contact the NC Diagnostic Pilot Support Team with further questions and comments.

General Questions

1. How can we better manage the time required to conduct the assessment?
2. What if teachers are not comfortable assessing students with TRC until they are proficient in other areas of the assessment (DIBELS[®])?
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4. We would like to provide feedback to parents on every nine-week report card. How should teachers do this if the assessment is three times a year?
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16. If a student moves from one school to another, how are their assessment data transferred?

DIBELS Assessment Questions

1. If a student is red or yellow on a DIBELS probe and 'ages out' of the test (that is, the student is red in letter naming fluency at BOY in first grade, but then LNF is no longer a required assessment at MOY in first grade), what do we do to continue to monitor this type of student?
2. Why assess the DIBELS NWF measure with students already strong in fluent reading (with high ORF scores)?
3. What is the rationale for assessing with three DIBELS ORF passages instead of one passage?
4. Why is fluency assessed so much?
5. On WUF, when a student was presented the word *through*, he understood it as *threw*. He then explained that word. Can the teacher, using his or her judgment, count it as correct, if it's a homonym and the student responded to an alternate version of the word?
6. On RTF, if a student talks about incorrect content from the story (or not about the story at all) do you count the words?
7. Are DIBELS fluency passages for progress monitoring at the same level or at increasingly difficult levels? Is it normal for a student's performance to vary on them?
8. Should ORF be given at Grade 1 MOY? Some students do not seem ready for it and get frustrated going through three passages.
9. Where can we find information regarding the research behind the WUF words?
10. Why aren't all letters of the alphabet included in LNF, and why do the difficult letters come first? Why is the measure not accessible in Grade 1?
11. Is Word Use Fluency (WUF) a required measure?

TRC Assessment Questions

1. Does the TRC portion have to be progress monitored? Where do I find the books?
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5. When some TRC books begin on Page 8 or 11, do we still begin assessment at that point before they read the whole story?
6. Why do I only count a proper noun once during TRC? Why is this not an error?
7. Should we do timed or untimed TRC?
8. Do we have to do the MSV portion of TRC?
9. TRC won't let you go back and make changes to the first book read after you have read two or more books. Why not?
10. If I am assessing a student and I need to exit the assessment, how do I do so without just pausing it?
11. Can you assess a given book or Print Concept again later, if desired?
12. Why do we assess TRC in kindergarten if all students appear green?

13. The written comprehension portion of the TRC sometimes stops our students at a certain level on benchmark, but this does not happen on progress monitoring, when written comprehension is not administered. Do you have any suggestions about how to handle this?
14. If a PM book not in the mCLASS library (but used with the Add-a-Book feature) has a grade associated with the title but not a level, how do you choose the level?
15. For all students in TRC, the palm says "PM every 2 weeks." Why is this, when the PM recommendation should vary by performance?
16. Is Word Recognition a required measure?

Comprehension Questions

1. When a student reads and answers TRC oral comprehension questions accurately but does not perform well on the written comprehension questions, he or she drops down to the next level of text. Why should the written response impact the level placement? What if the written questions are not developmentally appropriate? Is it possible to skip the written comprehension portion?
2. Can students refer to the book for comprehension questions?
3. Is there a certain time limit or wait time on any of the comprehension sections?
4. Are inferential questions included in TRC comprehension?
5. On TRC, if oral comprehension is NP and assessment suggests a lower level, can we skip written comprehension?
6. The user guide says to use the mobile device to introduce written comprehension to student. How?
7. In the kit materials, the Written Comprehension pages seem out of sequential order (in terms of level). Why?
8. What written comprehension results should we keep for evidence?
9. What is the rationale for the written comprehension and silent reading components of TRC?

Word Recognition Questions

1. What is the Word Recognition assessment, and where are the directions and materials?
2. Is Word Recognition a required measure?

Book Set and Leveling Questions

1. We are trying to use the books we have from NC K–2 Assessment with TRC. Many of the books are not on the list. Is it possible to have these books added to the list so that the text can appear in the assessment?
2. How do I find books for formative assessment (progress monitoring)?

Scoring Questions

1. It seems students are scoring lower on the TRC than they did when administered with the last running record on the NC K–2 assessment. Is there a difference in reading levels?
2. One of my students is Intensive (red) on DIBELS and Proficient (green) on TRC. Did I do something wrong?
3. What is the purpose of assessing DIBELS for students who are above proficient in TRC (blue)?
4. When a student scores high on the assessment, how can I show growth?
5. What are the DIBELS benchmark goals for each probe?
6. Who determines the passing score for WUF? When?

Answers to General Questions

1. How can we better manage the time required to conduct the assessment?

The first assessment with TRC can be more time consuming than expected because, to establish the student's reading level, the student must read multiple passages at different levels. Once this level is established, TRC assessments are no more time consuming than other assessment probes. Techniques to reduce assessment time are described in detail in the [TRC Helpful Hints](#).

2. What if teachers are not comfortable assessing students with TRC until they are proficient in other areas of the assessment (DIBELS[®])?

If a student is Intensive or Strategic on DIBELS, there is more to learn by assessing on TRC. As a best practice, assess all students on TRC with an authentic text and content-specific comprehension questions. Students who struggle on DIBELS but read slowly and steadily with comprehension may perform well on TRC. This provides valuable insight into the student's abilities and instructional needs. Just as the National Reading Panel said in 2000 that LNF, or letter knowledge, was not a prerequisite for reading but "was good to know," not all students need to master the DIBELS skills before they can read a book. The students do, however, need to continue to practice and master their phonological and alphabetic skills to enhance their automaticity with reading, writing, and spelling.

3. We have staff members who need log-ins for the assessment. How should we proceed?

Your school or district should have one or more mCLASS system administrators, who can set up new users and modify access levels for existing users. For further assistance, please contact Wireless Generation Customer Care.

4. We would like to provide feedback to parents on every nine-week report card. How should teachers do this if the assessment is three times a year?

Diagnostic and formative assessment is an important way to inform instruction, but parents may have varied or limited understanding of the role assessment plays in the classroom. Consider carefully before sharing these data. To discuss the DIBELS portion of mCLASS:Reading 3D, consider using the Home Connect parent letters, which explain the assessment and provide activities targeted to the student's needs. When discussing TRC results, it is important to focus on the comprehension abilities and not just the reading level. Remind parents that these assessments are teacher tools administered on an ongoing basis. If the

assessment data are needed for inclusion on report cards, determine what assessment data point to use for each report card, depending on the report card schedule and the assessment schedule. The assessment data point could be a benchmark assessment or a recent formative assessment session.

5. Can the software let us know when it is time to conduct progress monitoring?

The class list on the device displays a white circle to the right of a student's name when it is time for that student to receive formative assessment. For red students, the white circle appears one week after the last assessment (so the student is assessed at least every two weeks). For yellow students, the white circle appears three weeks after the last assessment (so the student is assessed at least every four weeks). While the device indicates when to assess a student based on elapsed time, it does not indicate the target date(s) to assess a student during. For this, schools should follow the progress monitoring schedule advised in the next FAQ regarding "How often should students be progress monitored?"

6. How often should students be progress monitored?

Progress monitoring is formative assessment; conduct it frequently enough to inform appropriate instruction. Conduct it at the following minimum frequency:

- Red students: following 9 days of instruction, on the 10th day,
- Yellow students: following 19 days of instruction, on the 20th day
- Green students: at least once per grading period (which can mean at least every six or nine weeks).
- Blue students (on TRC): Exempt

Students with unique needs may need more frequent assessment at the teacher's discretion, particularly for RtI or Special Ed requirements. When determining a progress monitoring schedule, bear in mind that students must receive adequate time between assessments to practice in order for instruction to "take hold."

While students that are blue on TRC are exempt from PM in TRC, they should receive a Benchmark assessment along with the rest of their class three times a year.

7. What is the value of assessing both DIBELS ORF and TRC?

DIBELS measures and TRC provide different lenses to understand the student's literacy. Both the DIBELS ORF measure and TRC measure prompt students to read aloud, yet are distinguished in the information they provide to teachers for differentiating instruction. ORF references a student's fluency rate against research-based cut points, enabling teachers to determine an appropriate level of instructional support. TRC combines a Running Record with comprehension strategies to provide teachers with detailed diagnostic feedback on a student's reading development, including the identification of the student's instructional reading level and error patterns.

8. Do I need to do both DIBELS Retell Fluency and TRC?

RTF is intended to provide a comprehension check for the ORF assessment. The DIBELS authors state, "with a prompted retell, students will be less likely to conclude that simply reading as fast as they can is the desired behavior, and teachers are less likely to imply that simply reading as fast as they can is desired." While the assessment is considered complete without RTF, RTF assessment is recommended to determine what the student comprehends.

9. Where is the mCLASS:Reading 3D user guide?

The user guide is now an interactive online document that allows you to find information more quickly than in a conventional manual. You may access this via the [Support and Resource Center](#) at mCLASS:Home. Go to **mCLASS:Reading 3D Online Help**.

10. How does the software determine the skill to Progress Monitor? Does it always recommend the skill in which a student scores High Risk?

The software recommends Progress Monitoring on the critical skill for the time of year and grade. The critical skill is defined as the skill most predictive of obtaining the next benchmark goal. As a student grows, the critical skill changes from PSF to NWF to ORF over time. The assessment does not branch to individual needs, nor does it recommend a Progress Monitoring measure based on student scores. There are two instructional approaches that a teacher can take. A teacher may choose to provide targeted instruction in the critical skill while folding in instruction to address the precursor skill. This approach is recommended only if the critical skill and precursor skill are related (for example, with NWF and ORF, plan instruction around a reading passage, to allow the teacher to address decoding issues while the student practices reading fluently). Another appropriate approach is to focus squarely on the precursor skill the student struggles with most.

Best Practice Example: Administer the Benchmark assessment to all students three times a year according to DIBELS grade level measure recommendations. This gives the teacher a valid place to begin intervention for those not on grade level. Progress Monitor according to the student's needs, with the lowest DIBELS measure not mastered. Teach this PM skill "at teacher table" (small group intervention time) to allow the student time to practice new learning.

11. Should books administered for progress monitoring be a cold read?

The book does not have to be a cold read; however, the book should not be used frequently in the classroom for lessons or sent home for use. It is perfectly acceptable to use a book that the student has read before, as a "lukewarm" read.

12. Are any PM book sets recommended for higher grades?

Books are available up to level Z in the mCLASS progress monitoring library, and you may use any of these books. If you are interested in purchasing a set, Newbridge offers a set that covers grades 3–5 (www.newbridgeonline.com/c/@zPRZRhAww9Bp./Pages/product.html?record@S4109+&utm_source=wirelessgeneration&utm_medium=web&utm_campaign=mCLASS).

13. What is the rationale for administering Progress Monitoring every two, four, or six weeks?

Generally, students the farthest behind receive more intense rates of progress monitoring. It is critical those students' limited instructional time have the highest impact. Increasing the frequency of progress monitoring minimizes the time and effort spent delivering inefficient instruction and highlights the need to make instructional adjustments.

14. Are there book-specific questions available for the progress monitoring books, as for the benchmark books?

Having specific questions for each PM book would limit the library and thus make it less likely schools would have enough PM books without additional purchases. In addition, not all PM books are accompanied by specific questions. The general questions allow us to maintain a large and growing library. They also give the teacher the opportunity to ask questions relevant to the reading and inquire more about where students struggled or inquire more about an area where they showed significant interest. This line of questioning also makes the PM observation feel less like a test so the student actually engages in the act of reading and doesn't view it as a test.

This is a great opportunity for teachers to ask the student challenging and thoughtful questions. This extremely valuable skill translates to instruction in all content areas.

15. Why does a question mark appear on the Class Summary for my TRC or DIBELS progress monitoring results?

A question mark in this column indicates the student's last TRC score is Frustrational, therefore you don't actually have a number to report.

The reading level only appears on the Class Summary if the student reads at an instructional level for Progress Monitoring. Otherwise, the user must consult the TRC Progress Monitoring report. The gray box with a question mark appears when the data are not consistent enough to draw a conclusion.

For example:

- There are two data points on the same day with conflicting information. One shows Frustrational and the other Independent. The points of the triangles face one another. The system doesn't know which is more accurate, and thus provides a question mark to signal this to the teacher.
- There is a PM result that conflicts with a previous PM instructional result. Again, the system doesn't know what to put on the class summary.

16. If a student moves from one school to another, how are their assessment data transferred?

A student may transfer within the mCLASS system from one school in a district to another in the same district, with his or her historical assessment data. Students moving from one district to another district cannot transfer with their data; however, the school may save and print reports to share with the new school to provide background on the student's performance. This allows schools to understand the student's performance using a common. A student who leaves a school and returns can have his or her data restored to provide a longitudinal view of his or her time at that school.

Answers to DIBELS Assessment Questions

1. If a student is red or yellow on a DIBELS probe and 'ages out' of the test (that is, the student is red in letter naming fluency at BOY in first grade, but then LNF is no longer a required assessment at MOY in first grade), what do we do to continue to monitor this type of student?

The software allows you to progress monitor skills that are not required for benchmark assessment. Continue to conduct progress monitoring assessments in these skills for students who have not yet mastered them.

2. Why assess the DIBELS NWF measure with students already strong in fluent reading (with high ORF scores)?

Students with strong sight-word vocabularies but weak decoding skills can appear fluent in the primary grades. High ORF scores coupled with low NWF scores are characteristic of students who cannot decode advanced words they do not recognize by sight.

3. What is the rationale for assessing with three DIBELS ORF passages instead of one passage?

The DIBELS authors recommend three passages because the median of three ORF readings returns a value that is most reflective of a student's abilities.

4. Why is fluency assessed so much?

Automaticity, or quick application of decoding skills, allows students to focus on understanding what they read. This comprehension is necessary for their future learning. Rather than struggling slowly in sounding out or retrieving sound-symbol correspondence information, students read to learn.

5. On WUF, when a student was presented the word *through*, he understood it as *threw*. He then explained that word. Can the teacher, using his or her judgment, count it as correct, if it's a homonym and the student responded to an alternate version of the word?

Yes, the teacher can count homonyms as correct. Students are not reading the words or seeing them in print, so there is no way for them to know which word (*threw* or *through*) the assessor used. The student is asked to give a definition or use the word in a sentence. He or she can demonstrate knowledge of the word in various ways. (Teachers' judgment rules.)

6. On RTF, if a student talks about incorrect content from the story (or not about the story at all) do you count the words?

No, the words do not count if the student gets off-topic or "remembers" incorrect content. The teacher must know the story well enough to recognize if the student is wrong or off topic in their recall. For example: if the student is telling about "The 3 Bears" but talks instead about polar bears, the words do not count. If the student is way off topic, and talks about grandma's cookies, no words count.

If the student repeats words, only count the repeated words once. For example, the response, "I like bears. I like bears. I like bears a lot." is scored as five words. Teachers may need to practice — maybe even with a partner to see if they score this the same. Also, teachers gain accuracy over the year.

7. Are DIBELS fluency passages for progress monitoring at the same level or at increasingly difficult levels? Is it normal for a student's performance to vary on them?

The authors of the assessments attempted to equate the passages within a grade level. For equating, the authors essentially accept passages within a defined range of readability. As with all passages, there is always slight variation. The progress monitoring passages within the range are then sequenced in a stratified, random order and presented in numbered forms, and variations are distributed through the arrangement of the forms. Thus, sometimes a particular passage may appear slightly easier or harder. However, over the course of time, the slight variation in passage difficulty has little effect on the overall trend of ORF data.

Additionally, there are always other factors, such as a student's background knowledge in relation to the topic or the random chance that a passage topic aligns with classroom instruction, that contribute to a student's ability to perform better on one passage.

For more information about DIBELS ORF passage creation and equating, please see DIBELS technical report #10:

dibels.uoregon.edu/techreports/DORF_Readability.pdf

8. Should ORF be given at Grade 1 MOY? Some students do not seem ready for it and get frustrated by going through three passages.

The following is an excerpt from the FAQ on the DIBELS website: dibels.uoregon.edu/faq.php#faq_dib5

For benchmark screening, we recommend giving all three passages and recording the median/middle score. If you are only able to give one passage because of special circumstances, then give the second passage. If you are using Retell Fluency, you must give all three passages as the reliability on RTF is too low when using only one passage. Depending on how often you are progress monitoring, you only need to use one ORF passage when progress monitoring.

9. Where can we find information regarding the research behind the WUF words?

dibels.uoregon.edu/measures/wuf.php

10. Why aren't all letters of the alphabet included in LNF, and why do the difficult letters come first? Why is the measure not accessible in Grade 1?

The letters are arranged randomly. The LNF is measured and incorporated as part of the overall instructional recommendation between grade K and BOY of grade 1 because of the predictive power it adds when identifying students with future reading difficulty.

11. Is Word Use Fluency (WUF) a required measure?

The Word Use Fluency (WUF) measure is required by the North Carolina Diagnostic Pilot when administering the mCLASS:Reading 3D benchmark tests.

Answers to TRC Assessment Questions

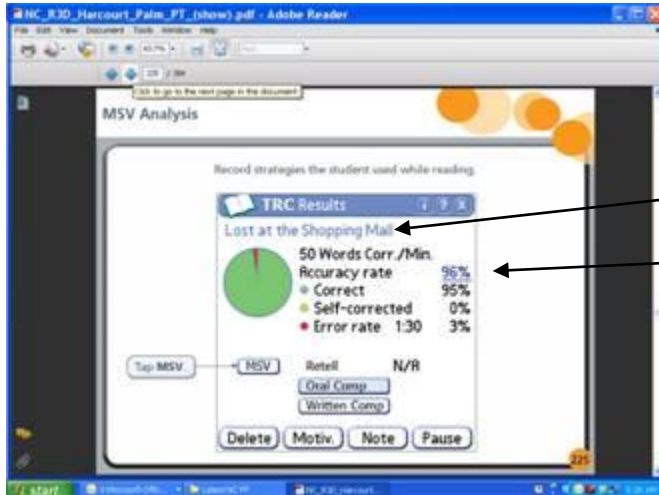
1. Does the TRC portion have to be progress monitored? Where do I find the books?

DIBELS measures and TRC provide different lenses to understand the student's literacy. Use both measures for progress monitoring. Find books for progress monitoring TRC as follows:

- Access the mCLASS library via the Book Management section at mCLASS:Home to add books from your school's collection to Reading 3D. Red Rocket Readers are included in the library, found under the publisher "Flying Start Books".
- You may also use the Add-a-book feature in the Reading 3D application to assess with books that do not exist in the mCLASS library.
- For assistance with these features, please contact Wireless Generation Customer Support.

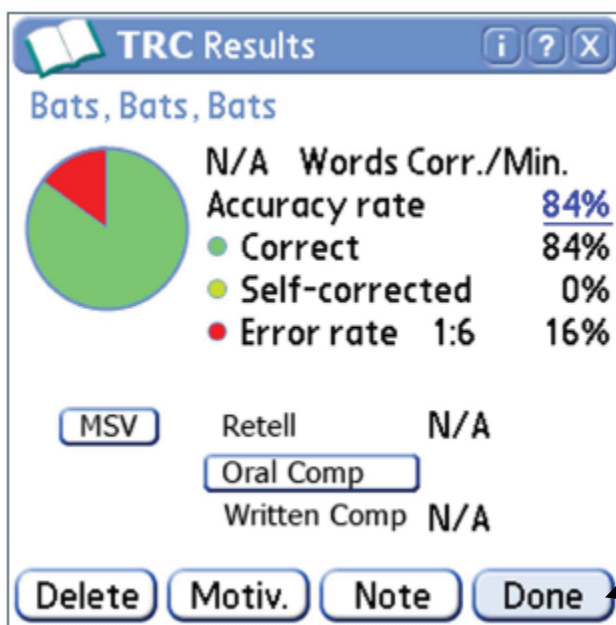
2. How many passages need to be administered during TRC progress monitoring?

For Progress Monitoring TRC, it is necessary to have the student read only one passage or text, if the assessor uses Best Practices and looks at the blue % designation in the upper right of the Student Result's screen to adjust "Teacher table-intervention work" to the level that is instructional for the student. How do you do that without going to more books? Look at the blue Accuracy % score.



If the blue % Accuracy score is 95% or above then you know this book Lost at the Shopping Mall/Level F is too easy and you adjust your Instructional Level up to a Level G or higher for intervention work with this student. If the blue % Accuracy score is 89% or lower, then the book is too hard and you will have to adjust the book level down a level E or lower to work with the student.

This process is Best Practice for Progress Monitoring. The student will have to still read until you tap DONE; have the student finishing reading the book before you ask questions. But the important news is that the student only has to read one book for PM.



For Benchmarking you still need to read as many levels as it takes to find the Instructional Level. We need the accurate level for reports. You can still save time by jumping levels if the first try is way off. You also do not have to go through every level if the default level is off---change it, based on your knowledge of the student.

3. For Print Concepts, there are no questions to point to exclamations, quotations, or commas. These items are part of the state requirements. Why not?

Although these elements are not assessed explicitly in mCLASS:Reading 3D, the NC Standard Course of Study (SCoS) considers the Print Concepts measure an important method of assessing a student's ability to understand what the author is writing and the types of sentences used. This measure is typically administered in kindergarten. The SCoS below, for reference, is for Grade 1:

“3.07 Compare authors' uses of conventions of language that aid readers including:

- kinds of sentences
- capitalization of first word in a sentence and proper names
- punctuation to end a declarative and interrogative sentence”

While some students begin to explore the use of different punctuation in kindergarten and Grade 1, it becomes more relevant in Grade 2. First-grade teachers should assess students' knowledge of punctuation in other reading and writing exercises separate from mCLASS:Reading 3D, including the K–2 writing assessment.

4. When we administer TRC, does the student have to read the whole book at each level? How can we speed up the process?

Generally, the reading records are administered on 150 to 200 words of the entire text, because error patterns are repeated by the student and this length is an adequate sample. At higher levels, the student continues reading the book silently to answer written comprehension questions, demonstrate the ability to sustain reading longer material, and gain meaning from the text.

5. When some TRC books begin on Page 8 or 11, do we still begin assessment at that point before they read the whole story?

Missing the first part of the book compromises the student's comprehension. The instructions in the application guide the teacher on where to read.

6. Why do I only count a proper noun once during TRC? Why is this not an error?

Most early literacy assessments follow this rule to give students a chance to move beyond memorizing a language-specific name that may not be based on our phonological system. For example, *Josephina* to some students is “*Joe-se-fina*” and not “*Ho-se-fina*.”

7. Should we do timed or untimed TRC?

At lower-level books, timing is optional. At these points, it is up to teacher discretion or school/district policy. The timing is necessary to calculate fluency. While fluency is not used as an indicator for the student's final TRC level, it serves as valuable instructional information.

8. Do we have to do the MSV portion of TRC?

Conducting MSV analysis is strongly recommended as a method to learn about a student's error patterns. While it is available for all students as needed, it is especially important for students with high needs, as the analysis of error patterns is necessary to fully understand how they may be taught. Thus, MSV analysis is required for all red and yellow students. Instructional leaders in schools should coach and support teachers in using MSV analysis. Over time, it becomes easier to include and provides the error-pattern data that is relied upon to guide instruction.

9. TRC won't let you go back and make changes to the first book read after you have read two or more books. Why not?

This is by design, as making changes on a prior assessment would affect the books that were offered afterward. You may change only your most recently assessed book. If your most recently assessed book results are invalidated, you can change prior books, although this is discouraged unless the results are truly invalid.

10. If I am assessing a student and I need to exit the assessment, how do I do so without just pausing it?

You can exit by tapping **Cancel**.

11. Can you assess a given book or Print Concept again later, if desired?

Yes. The teacher has flexibility to move around as needed.

12. Why do we assess TRC in kindergarten if all students appear green?

Many kindergarten students have progressed to reading connecting text. Capturing that information enables educators to receive essential information to create and lead guided reading groups and to provide students with "just right" books.

13. The written comprehension portion of the TRC sometimes stops our students at a certain level on benchmark, but this does not happen on progress monitoring, when written comprehension is not administered. Do you have any suggestions about how to handle this?

Students who have trouble writing should dictate their responses to the written comprehension questions. Write down exactly what the student says, and prompt the student for more information. Allowing students to dictate their responses gives them the opportunity to show their thinking without the constraint of fine motor complications.

However, keep the student's age and expectations in mind when making this decision. Though possibly appropriate for high-performing students without the motor skills to write (and it is desirable to find appropriately challenging text to keep the student engaged), do not do this for a student with a grade-level expectation to understand a piece of text well enough to write about it. If the student circumvents the writing portion, then:

- The student is not actually held to the same expectations as the students used to develop the goals.
- A teacher likely finds disconnects between students who met benchmark goals and student performance on end-of-grade exams.

Some may argue that comprehension of text and writing are two completely different skills. However, a student who understands text easily frees up the cognitive resources necessary for writing. Writing about a piece of text demonstrates a level of understanding, even if the student struggles to write.

Lastly, formative assessment is most powerful when the results inform instruction. In this example, writing is identified as an area of instruction for this student.

14. If a PM book not in the mCLASS library (but used with the Add-a-Book feature) has a grade associated with the title but not a level, how do you choose the level?

Based on the grade information offered with the title, assign a level based on the proficiency goal in Reading 3D. For instance, if the progress monitoring book states “Grade 2 Beginning” as the appropriate level, reference the proficiency goal for BOY in Grade 2 and assign that as the level.

The benchmark goals provide approximate mapping to grade ranges. But to appropriately level a passage, a teacher should refer to the Fountas and Pinnell criteria for leveling books. The criteria look at various text features and passage characteristics to identify the text level. With these criteria, one could more precisely tag the “Add-a-Book” passage with the appropriate level. It is also useful to understand the text criteria for the context of reading instruction.

15. For all students in TRC, the palm says “PM every 2 weeks.” Why is this, when the PM recommendation should vary by performance?

We are evaluating our progress monitoring recommendations for different assessment measures and are planning to modify this in a future release. Please follow your district recommendations for progress monitoring. If your district does not provide recommendations, we typically observe teachers progress monitor every two, four, and six or nine weeks for red, yellow, and green students, respectively. Students who are blue do not undergo Progress Monitoring; include them in the next Benchmark assessments, along with the rest of their class.”

Answers to Comprehension Questions

1. When a student reads and answers TRC oral comprehension questions accurately but does not perform well on the written comprehension questions, he or she drops down to the next level of text. Why should the written response impact the level placement? What if the written questions are not developmentally appropriate? Is it possible to skip the written comprehension portion?

To consider students able to proficiently comprehend a specific text, they must demonstrate comprehension by answering the written questions. In some cases, students may read at a level much higher than their grade, rendering the act of written comprehension developmentally inappropriate. In these cases, such as a Grade 1 student reading a Grade 3 book, dictation is an appropriate method for the student to provide answers to the questions. Overall, the written comprehension questions on the higher-level books are necessary due to the length of the text that the students read. The teacher only listens to 150 to 200 words read aloud, and the students’ answers to these questions demonstrate their ability to sustain for longer print material and gain meaning from that text.

2. Can students refer to the book for comprehension questions?

On ORF, students may not consult the passage for Retell Fluency (RTF). On TRC, students may refer to the book for assistance with the questions.

3. Is there a certain time limit or wait time on any of the comprehension sections?

While there are no explicit guidelines regarding a time limit, it is best practice to administer any comprehension component as soon as possible following the reading.

4. Are inferential questions included in TRC comprehension?

Yes, inferential questions are included. Depending on the level of the book, oral and written comprehension questions are provided for the benchmark assessment.

5. On TRC, if oral comprehension is NP and assessment suggests a lower level, can we skip written comprehension?

While the handheld allows the option to enter a score for written comprehension, even when the oral comprehension score is 'NP' it is not necessary for the process and may be skipped.

6. The user guide says to use the mobile device to introduce written comprehension to student. How?

The user guide incorrectly references a handheld introduction to the written comprehension assessment. There is no introduction. We will correct this error in a forthcoming release of the online help system available through the Support and Resource Center on mCLASS:Home.

7. In the kit materials, the Written Comprehension pages seem out of sequential order (in terms of level). Why?

These are in alphabetical order.

8. What written comprehension results should we keep for evidence?

The students' written results inform instruction, show growth over time, and provide good tools to discuss with parents and share with colleagues who teach the students in a later grade. Retain them for reference and review at least for the duration of the school year.

9. What is the rationale for the written comprehension and silent reading components of TRC?

Developing these skills is critical for students to become successful readers, which enables them to succeed in the classroom.

Answers to Word Recognition Questions

1. What is the Word Recognition assessment, and where are the directions and materials?

For information about the Word Recognition assessment, please see the [Word Recognition section](#) at the end of this document. Student materials are located in the Wireless Generation [Support and Resource Center](#) on mCLASS:Home. Go to the link titled **mCLASS®:Reading3D™ Word Recognition Student Materials**.

2. Is Word Recognition a required measure?

Word Recognition is required by the North Carolina Diagnostic Pilot when administering the mCLASS:Reading 3D benchmark test. The mCLASS software offers it as an optional measure, but it is an important part of the NC Diagnostic Assessment and is required for students at certain levels. Please see the [Word Recognition section](#) at the end of the FAQ document for more information on its purpose and recommended levels.

Answers to Book Set and Leveling Questions

1. We are trying to use the books we have from NC K–2 Assessment with TRC. Many of the books are not on the list. Is it possible to have these books added to the list so that the text can appear in the assessment?

This is currently not available, but you may use the Add-a-Book feature in the software on your mobile device to conduct formative assessment (progress monitoring) with any book and record the reading record statistics (book name, book level, errors, time) to determine proficiency. We may discuss the addition of these books in the future, as it depends on licensing and publisher partnerships.

2. How do I find books for formative assessment (progress monitoring)?

Search the mCLASS Progress Monitoring Library on mCLASS:Home to identify books already on your shelves. More than 5,000 books from many different publishers are found in the mCLASS Progress Monitoring Library.

Answers to Scoring Questions

1. It seems students are scoring lower on the TRC than they did when administered with the last running record on the NC K–2 assessment. Is there a difference in reading levels?

Commonly, when transitioning to a new assessment, students reach proficiency at different levels. While levels may differ across assessments, the criteria used in the leveling process should remain the same. The key importance of diagnostic assessment is understanding the student's reading behaviors and abilities. When analyzing a student's progress between an earlier assessment using the NC K–2 assessment and a current assessment with mCLASS:Reading 3D, focus on the student's reading accuracy, fluency, and comprehension.

2. One of my students is Intensive (red) on DIBELS and Proficient (green) on TRC. Did I do something wrong?

Students often perform differently on DIBELS and TRC. Both assessments are different lenses through which we learn about a student's literacy. A student who is Proficient on TRC and Intensive on DIBELS is reading connected text with comprehension but may have issues with fluency or a more granular skill assessed by DIBELS. Further analysis of the student's DIBELS performance should uncover specific areas of focus for the student to address through instruction.

3. What is the purpose of assessing DIBELS for students who are above proficient in TRC (blue)?

Students with strong skills in accurate reading and comprehension may struggle with fluency. Literacy research describes these students as "slow and steady comprehenders" (Buly and Valencia, 2002). DIBELS is a research-based tool that enables educators to identify which strong readers still struggle with fluency.

4. When a student scores high on the assessment, how can I show growth?

High-performing students also have room for growth. While this moves beyond performance on mCLASS:Reading 3D and builds on literacy skills such as character analysis and writing, there remains value in using the assessment. It allows teachers to document and analyze error patterns and view growth in reading comprehension to ensure that students sustain their learning and maintain or exceed performance at the grade level.

5. What are the DIBELS benchmark goals for each probe?

Please refer to the charts titled [DIBELS Benchmark Goals](#) at the end of this document.

6. Who determines the passing score for WUF? When?

Page 69 of the current DIBELS user guide states: "This fluency measure does not have an ultimate goal because additional research is needed to establish its linkage to other Big Ideas in Beginning Reading (Phonological Awareness, Alphabetic Principle, and Accuracy and Fluency with connected text). Tentatively, students in the lowest 20 percent of a school district using local norms should be considered 'at risk' for poor language and reading outcomes. Students between the 20th percentile and 40th percentile should be considered at 'some risk'."

TRC Helpful Hints

The goal of administering TRC is observing and interacting with students while they engage in authentic reading experiences. This is one of the most valuable ways to identify strengths and needs in order to plan strong, effective instruction.

At Wireless Generation, we had the pleasure of working with thousands of educators over the past several years all over the country as they learned to incorporate TRC into their professional practice. The following “lessons learned” may help you use TRC more efficiently and effectively:

- **Determining a Starting Point:** When administering TRC, remember that teachers can select a higher level or lower level text than the one indicated by the mobile device. Teachers should reference the DIBELS portion of mCLASS:Reading 3D as well as other classroom tools when making this decision. Teachers may also want to compare the ORF passages from the DIBELS assessment to the benchmark books and select starting books based on the student’s comfort with the ORF passages that were used. Please see the chart in the section “Using DIBELS ORF Results to Help Select a TRC Assessment Starting Level” which displays some suggested TRC start levels, based on ORF scores.
- **Jumping Levels:** When assessing very advanced or very low performing students, teachers can use their professional judgment to jump forward or jump back multiple levels during TRC administration. This is perfectly acceptable, and if teachers find they overestimated or underestimated a student’s level, the mobile device continues to guide them to the correct instructional level.
- **Looking for Patterns:** Look for patterns in the class or school as a whole when selecting the starting passage. You may find that students in one classroom consistently score above or below level. This knowledge helps teachers determine the starting TRC level.
- **Struggling Students:** Use the frustration (FRU) button if the student has problems reading the selected text level. When students clearly struggle with a specific text, teachers should use their professional judgment and discontinue that text. The assessment takes this into account and jumps to a lower level passage and/or assigns the student a final instructional level.
- **Reading Aloud:** With higher-level texts, students must finish reading the books on their own before completing a portion of the comprehension questions. Noting when a student should read on his or her own better helps teachers manage their time, since they are not required to remain with the student for the entire length of the assessment.
- **Progress Monitoring:** Students below Benchmark require Progress Monitoring. Teachers should choose the appropriate measure of mCLASS:Reading 3D for progress monitoring, based on each student’s problem areas. For example, if a student is at Benchmark on all of the DIBELS measures but does not read at grade level, the teacher should progress monitor using the TRC measure. Alternatively, if a student is at risk on ISF at the beginning of kindergarten, then we would advise that you continue to progress monitor on ISF, as you work on phonemic awareness with this student. Here are the Progress Monitoring requirements:
 - Intensive (Red) Students: every two weeks
 - Strategic (Yellow) Students: every four weeks
 - Benchmark (Green) Students: not required but recommended if/when the teacher feels it necessary (i.e., for students just above Benchmark)

Over time, you become increasingly adept at observing reading behaviors during TRC assessment administration and determining each student’s instructional reading level. While some students take longer to assess than others, once you find this level it becomes a valuable instructional planning tool and provides a starting point for future benchmark assessments.

Using DIBELS ORF Results to Help Select a TRC Assessment Starting Level

As you know, the Text Reading and Comprehension screening measure is an iterative process to determine a student's instructional reading level. Selecting a starting level close to the student's actual instructional reading level results in a faster assessment process. The DIBELS ORF score can help you select the starting level. The tables below for first, second, and third grade provide approximate guided reading text levels for each range of ORF scores. The text levels are approximate and teachers should always use their knowledge of the student's reading ability in conjunction with this information to select a starting level for assessment.

Kindergarten

As you know, ORF is not administered in Kindergarten. The majority of Kindergarten students are either at the basic print concepts/reading behaviors level or, perhaps, at Level C.

Grade 1

ORF Score	Lexile Range	Approx. guided reading level
0–58	BR4–90	RB/PC
59–70	100–195	D
71–76	200–245	F
77–83	255–305	H
84–94	315–400	I
95–106	401–500	J
107–160	510–550	K

(Note: The Lexile range used as a bridge from ORF scores to reading levels is based on research conducted by MetaMetrics, Inc.)

Grade 2

ORF Score	Lexile Range	Approx. guided reading level
0–38	BR2–90	RB/PC
39–52	100–195	D
53–59	200–245	F
60–67	255–305	H
68–80	315–400	I
81–94	401–500	J
95–100	510–550	K
101–107	555–595	L/M
108–120	605–690	N
121–128	700–750	O/P
129–200	760–780	Q/R

Grade 3

ORF Score	Lexile Range	Approx. guided reading level
0–36	BR2–90	RB/PC
37–50	100–195	D
51–57	200–245	F
58–65	250–305	H
66–77	310–400	I
78–92	401–500	J
93–99	510–550	K
100–105	560–595	L/M
106–118	605–690	N
119–126	700–750	O/P
127–133	755–800	Q/R
134–140	810–850	S
141–200	860–890	T

Word Recognition

The following information comes directly from mCLASS:Reading 3D online help, which is accessible via the Support and Resource Center at mCLASS Home.

Description

Word Recognition is an individually administered assessment of a student's ability to read high frequency words with accuracy and fluency. Word Recognition offers additional insights into students' abilities to identify those words that appear frequently in text read by elementary school students.

Proficient word recognition is a building block of reading fluency. There is a strong correlation between the ability to read high frequency words in isolation and the ability to read connected text with accuracy and speed. Building a cache of words that can be automatically recognized gives students chances to grapple with more challenging, infrequent words while reading — and to marshal mental resources on comprehending the meaning of text (Schwanenflugel et al., 2006). The more words students can recognize with automaticity, the better their fluency and comprehension.

During a Word Recognition assessment, students read words aloud from 24-item word lists. Three lists are available (Lists A, B, and C), and all lists contain both regular and irregular words. The lists include progressively longer and less frequent words, making each list more difficult than the previous.

Kindergarten students begin with List A; all other students begin with List B. For each word, the assessor selects whether the word was read correctly, incorrectly, or not read. Through an iterative process that guides teachers between the three words lists, teachers pinpoint the high frequency word recognition skills of students.

The goal is for students to read 18 or more words on List C correctly. Students who have achieved this level of mastery no longer require Word Recognition assessment or high frequency word instruction. Research is ongoing to establish benchmark goals by grade level and time of year.

Target Reading Level Range

Word Recognition is intended for students reading between TRC Instructional Levels A and E on the Guided Reading scale (and Levels 1 to 9 on the Reading Recovery scale).

Materials

Word Recognition Student Materials Booklet

Blank sheet of paper

Mobile device with stylus

DIBELS Benchmark Goals

DIBELS® Benchmark Goals



Kindergarten										Grade 1													
ISF										LNF*													
BOY			MOY			EOY				BOY			MOY			EOY							
HIGH	SOME	LOW	HIGH	SOME	LOW	N/A				HIGH	SOME	LOW	N/A			N/A							
0	4	8	0	10	25					0	25	37											
LNF*										PSF													
BOY			MOY			EOY				BOY			MOY			EOY							
HIGH	SOME	LOW	HIGH	SOME	LOW					HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW		
0	2	8	0	15	27					0	10	35	0	10	35	0	10	35	0	10	35		
PSF										NWF													
BOY			MOY			EOY				BOY			MOY			EOY							
N/A			HIGH	SOME	LOW	HIGH	SOME	LOW	N/A			HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
			0	7	18	0	10	35				0	13	24	0	30	50	0	30	50	0	30	50
NWF										ORF													
BOY			MOY			EOY				BOY			MOY			EOY							
N/A			HIGH	SOME	LOW	HIGH	SOME	LOW	N/A			HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
			0	5	13	0	15	25				0	8	20	0	20	40	0	20	40	0	20	40

Ⓢ Critical Skill for grade and time of year

* While LNF measures an important skill in literacy development, it does not correlate to any of the five Big Ideas in Beginning Reading.

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Grade 2

NWF

BOY			MOY			EOY		
HIGH	SOME	LOW	N/A			N/A		
0	30	50						

ORF

BOY			MOY			EOY		
HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
0	26	44	0	52	68	0	70	90

Grade 3

ORF

BOY			MOY			EOY		
HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
0	53	77	0	67	92	0	80	110

Grade 4

ORF

BOY			MOY			EOY		
HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
0	71	93	0	83	105	0	96	118

Grade 5

ORF

BOY			MOY			EOY		
HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
0	81	104	0	94	115	0	103	124

Grade 6

ORF

BOY			MOY			EOY		
HIGH	SOME	LOW	HIGH	SOME	LOW	HIGH	SOME	LOW
0	83	109	0	99	120	0	104	125