

Important Reminders

Diagnostic Reading Assessment Program Survey – We request your valuable feedback by April 29th.

We are conducting a survey to determine your level of satisfaction with the NC Diagnostic Reading Assessment and how it is meeting the program's objectives. All classroom teachers, trainers, and administrators involved with the Diagnostic Reading Assessment are encouraged to participate in this survey.

Your feedback is valuable and necessary for us to plan effectively for the future. Please share this link with your staff,

<http://www.zoomerang.com/Survey/WEB22C4GNPMP2PR/> and request completion by Friday, April 29th.

End-of-Year Benchmark Window

After reviewing school calendars and taking feedback from LEAs, we have adjusted the mCLASS:Reading 3D window guidelines for EOY.

- Schools should identify a 15-day consecutive window that is between May 2nd and the end of the school year. Within a specific grade, assessment must be done within the 15-day window.
- We understand that EOG testing may impact the window chosen by grade. If necessary, schools may designate a separate 15-day window for Grades K–2 versus 3–5, based on EOG testing.
- Schools should consult with districts for guidance where pre-existing district windows are in place.
- Year-round schools may need additional exceptions. Please consult DPI (Carolyn Guthrie) so these can be addressed on a case by case basis.
- If you have not already done so, please access the following web page and provide your 15-day windows as soon as possible.

<https://spreadsheets2.google.com/viewofrm?hl=en&hl=en&formkey=DHVIWm9YakPdEFLNHQzbDhUfVoFIE6MQ#gid=0>

Your NC Diagnostic Assessment Support Team

Program questions:

Carolyn Guthrie (cguthrie@dpi.state.nc.us)

Assessment and literacy questions:

Carolyn Southerland
(csoutherland@dpi.state.nc.us)

Technical questions:

Wireless Generation Customer Support (800-823-1969, option 3 or help@wgen.net)

Kit and material questions:

Wireless Generation Implementation Team
(800-823-1969, option 8)

Budget allocations:

Bill Frazier (bfrazier@dpi.state.nc.us)

Teacher Academy:

Karla Casteen
(karla.casteen@ncpublicschools.gov)
Dan Froelich
(dan.froelich@ncpublicschools.gov)

Wireless Generation:

Debbie Owens (dowens@wgen.net)
Blake Bryan (bbryan@wgen.net)
Shauna McLoughlin (smcloughlin@wgen.net)
Kajal Below (kbelow@wgen.net)
Ettie Howard (ehoward@wgen.net)

Time Management Tips for Completing TRC

A letter from Carolyn Southerland, Literacy Manager for the Diagnostic Assessment for Reading

As we all know, TRC has been the most time consuming part of the mCLASS®:Reading 3D® component. As I have worked with teachers over the past few months I have been asking this simple question, "So, what are some timely tips we can all share with each other when doing the TRC?" I have been given so many wonderful suggestions and would like to share them with you. Hopefully these will allow you to assess your students in a more timely, but accurate, way. In addition, there are several opportunities this month to attend webinars to discuss this topic further as well as a new tutorial available.

1. Keep students rotating through the process. If you are working with a student and you have done the Oral Reading part, send him or her to do the Written Comprehension, bringing him or her back after he or she has finished. If you do it this way then you are sure to work through several students at a time. I observed one teacher using a green popsicle stick at a student desk to let her know that that student had completed the task, minimizing interruptions.
2. If a student is clearly frustrated (making many errors on the text) with the level at which they are reading, tap the **Frustration** button and stop that reading. Just make sure the number of errors will calculate in the frustrational range, which is below 90%.
3. This End of Year assessment period should be easier and much quicker.
 - You have a good text level at which to start reading with each student.
 - You are more familiar with the device and marking errors.
4. If you choose a level that is too high or too low for a student -- skip levels. If a student is reading at a 98% accuracy rate, with Written and Oral Comprehension at the Proficient level, skip several levels. It clearly takes less time to back up than to read in a linear fashion. The same process applies if a student is reading at an 83% level: skip several levels down.
5. All teachers should have incorporated small group or guided reading lessons into their literacy block. Conduct TRC during that block time. Reading for PM purposes with two students on a daily basis will cut your PM time in half. Do the TRC before you start your lessons. What are the other students doing while you conduct the TRC? They are reading quietly from their book boxes. These are books they can read independently.
6. When benchmarking for TRC, plan time during your Guided reading/Small group instructional time. What are other students doing? They are doing exactly what they do while you are having small/guided reading instruction.
7. Keep in mind that TRC is a Response to Intervention (RTI) for teachers; it will show you how to target instruction for the next intervention lessons based on how students respond in your "quick and easy" PM check-ins. You will know after a PM session with a student if what you have been doing is working, or if you need to make a change in your activities and/or focus skill.
8. Organize, organize, organize. Get your kits together, with books in folders, and questions ready. If you don't want to use reams of paper, write the questions on note cards and have the students write answers on notebook paper.

Access Tutorials to Refresh Training

You may now access an mCLASS:Reading 3D TRC tutorial for tips on preparation, classroom management, and assessing multiple students on the TRC measure. There are also tutorials for refreshers on DIBELS® measures. All tutorials are found on mCLASS®:Home via the link under [What's New?](#)

Completion Report Accuracy

Completion reports show the number of students assessed relative to the number of students rostered in mCLASS classes. When a school rosters more students than will be assessed (for example, Grade 4 and 5 students not within the 20% DPI program threshold, or EC students that have been not designated for assessment) the completion percentage will appear lower than expected, if the rostering model is not considered.

When analyzing completion reports, it is important to keep in mind the number of licenses allotted to the school and the rostering model. While we recommend that schools only roster students that will be assessed, we understand it may be easier logistically to include the students that will not be assessed on your mCLASS roster.

Your rostering model may be defined at the district level, as districts often roster for mCLASS assessments centrally. We recommend schools check with their district contact for direction.

If your model is to keep students rostered that will not be assessed, you may want to analyze your completion reports by looking at the number (instead of percentages) of students assessed in comparison with the number of licenses allotted.

If your model is to remove students that will not be assessed in mCLASS, you may do so through Manual or Self-Service Enrollment.

- Manual Enrollment is the best option for removing a small number of students from the mCLASS system. For instructions, please see page 27 of the [mCLASS Enrollment Guide](#).
- Self-Service Enrollment is the best option for removing a large number of students. For instructions, please contact Customer Support, as there are certain careful considerations to be taken.

You can also find helpful resources for SSE in our Support and Resource Center on mCLASS:Home.

To access a report of your schools' completion rate, click here:

<https://www.mclasshome.com/rpt/reports/cannedReports/render?reportId=0040>

mCLASS: Reading 3D Featured FAQ

We thank you for all your thoughtful questions and want to be sure you have access to the answers to help support your teachers. Per recent questions on Written Comprehension (WC) and Progress Monitoring (PM), we have compiled information on when and how WC should be administered, scripting WC for younger students who read well, how WC differs between Benchmark and PM, and how reports reflect below grade level PM. Please see the letter posted here:

http://www.wirelessgeneration.com/pdf/general/NC_Principals_Letter.pdf

For a full list of FAQ, please reference the FAQ document on the North Carolina web page:

http://www.wirelessgeneration.com/pdf/general/NC_Pilot_FAQ.pdf

Important information Regarding Sharing Devices

- **Syncing:** It is very important that an assessor syncs his or her device before providing it to anyone else to use, so that all assessment data is uploaded and secure.
- **TRC assessment:** It is not possible for two individuals to conduct one TRC assessment across two devices. If one assessor begins a TRC assessment (assesses one book), and another assessor continues the assessment (assesses the next book) on another device, the mCLASS system will view it as two separate assessments. Thus, assessors should complete a full TRC assessment on one device.



CALENDAR

APRIL

Progress Monitoring (ongoing)

- Every 10th day of instruction for red students
- Every 20th day of instruction for yellow student
- Once per grading period for green students

mCLASS:Reading 3D Webinar for TRC and MSV

You are invited to an hour and a half Webinar about the mCLASS:Reading 3D assessment modules TRC and MSV. We will discuss interpretations of sample error patterns, MSV implications for interventions and various practices on how leveling is reported to parents and students. There will be time for Q and A and clarification of the Progress Monitoring guidelines for TRC and MSV in North Carolina. Most importantly, we will discuss how the TRC time management can be improved for the EOY assessment period and BOY.

Registration: <https://spreadsheets.google.com/viewform?formkey=dENfeHBJcmRtRTB3am1MMFZ0MHprT2c6MQ>

- Thursday, April 7, 2011
 - 7:00 am –8:30 am
 - 10:00 am –11:30 am
- Friday, April 8, 2011
 - 9:00 am –10:30 am
 - 11:45 am –1:15 pm
- Tuesday, April 12, 2011
 - 11:45 am –1:15 pm
 - 1:30 pm –3:00 pm
- Wednesday, April 13, 2011
 - 9:00 am –10:30 am
 - 4:00 pm –5:30 pm
- Tuesday, April 19, 2011
 - 11:30 am –1:00 pm
 - 1:30 pm – 3:00 pm
- Wednesday, April 20, 2011
 - 7:00 am –8:30 am
 - 12:00 am –1:30 pm
- Tuesday, April 26, 2011
 - 10:00 am –11:30 am
 - 1:00 pm –2:30 pm
- Wednesday, April 27, 2011
 - 10:00 am –11:30 am
 - 3:00 pm –4:30 pm

mCLASS: Reading 3D Webinar for Reports and Data Analysis

You are invited to an hour and a half webinar, during which we will present the availability and details of the new Reporting and Analysis Suite for your data analysis needs. We will also have time for questions and answers about the mCLASS:Reading 3D assessment initiative.

Registration: <https://spreadsheets.google.com/viewform?formkey=dGo1aW95UE96Rk41ejMwczJEaGV3NEE6MQ>

- Monday, April 11, 2011
 - 8:00 am –9:30 am
 - 3:30 pm –5:00 pm
- Tuesday, April 12, 2011
 - 8:00am –9:30 am
 - 3:30 pm –5:00 pm
- Tuesday, April 19, 2011
 - 8:00 am –9:30 am
 - 10:00 am –11:30 am
 - 3:30pm –5:00pm
- Thursday, April 28, 2011
 - 3:00pm – 4:30pm