Guidance for Conducting Acadience® Reading K-6 Assessment During Spring 2020 COVID-19 Disruption

Following are guidelines from Acadience Learning for conducting Acadience Reading K-6 assessments during the spring of 2020 COVID-19 disruption. These guidelines are provided in response to requests for information regarding conducting assessments during this time period. We understand that assessing is challenging under these conditions and may be impossible for many schools.

If you choose to conduct assessments during this time period, these guidelines are to be used *only* for this time period and not to be followed beyond this period. Note that these recommendations are nonstandard accommodations for Acadience Reading K-6. As such, caution is urged in interpretation of these data. In particular, data collected using these procedures should not be aggregated and used at a school, district, or state level for important system-wide educational decisions.

1. If schools are able to reopen this spring, we recommend conducting the end-of-year benchmark assessment if possible. If it is possible to do the assessment, but it would be outside of the school's typical benchmark window, we recommend flexibility with the window. The end-of-year benchmark will provide important information for summer school or summer support decisions, and will assist in planning for the next year. We recommend caution in interpreting Pathways of Progress reports -- this year is unprecedented and we have no meaningful basis for comparison to evaluate progress. If schools are unable to conduct the end-of-year benchmark assessment, we recommend conducting a benchmark assessment as soon as reasonably practical to do so. This benchmark assessment data will provide educators with information about student needs and the impact of school closures on student skills.

2. We have received requests for information regarding remote or online testing. There is no way to control all of the factors that will impact the assessment results due to vast differences across households with regard to technology and availability of an adult to supervise/monitor the assessment. That being said, we value the fact that teachers wish to keep their reading instruction and assessment going, and we would like to be supportive. If teachers have found a way to do virtual one-on-one, face-to-face meetings with some of their students and wish to conduct a remote assessment, we recommend the following:

a. For measures that require student materials (***LNF, NWF, ORF, Retell***), the teacher does the following:
   i. Download the appropriate assessment materials from acadiencelearning.org.
   ii. Print the needed pages from the scoring booklets.
   iii. When you are in a virtual face-to-face meeting with the student with audio and video working, pull up the appropriate student materials for that student on your computer screen.
   iv. When you have the appropriate student materials on your screen, give the standardized directions.
   v. At the point in the directions where it says to show the form to the student, share your screen with the student.
   vi. Follow along and score on a printed scoring booklet.
b. For measures that do not require student materials (***FSF, PSF***), the teacher does the following:
   i. Download the appropriate assessment materials from acadiencelearning.org.
   ii. Print the needed pages from the scoring booklets.
   iii. When you are in a virtual face-to-face meeting with the student with audio and video working, give the standardized directions
   iv. Follow along and score on a printed scoring booklet.
c. Maze:
   i. Because conducting the paper-pencil version of the ***Maze*** assessment remotely will require an adult proctor to print out the form, sit with the student while the form is being administered, take a picture of the form, and send it back to the teacher, we do not recommend doing the paper-pencil version of Maze at this time.
   ii. If you use VPORT or mCLASS platfoms and digital access to the student can be provided, you may consider using those platforms to administer Maze remotely. Check with Voyager Sopris Learning for VPORT or Amplify for mCLASS to see if they have guidance for you.
d. Enter data into Acadience Data Management (ADM) or whatever data management system you use. [Note that this is only for the spring of 2020. In general, nonstandard assessments should not be entered into ADM.]
e. CAVEATS:
   i. Keep in mind that this is NOT a standardized assessment, but it may help you to get a sense of the student's progress and current reading skill AND keep the student motivated as well as reinforce for the student the importance of continuing to work on their reading.
   ii. The data from spring 2020 should not be aggregated and used for high stakes educational decisions.

3. We also recommend the Acadience Reading Lexile report for information that parents and families can use to access reading resources online. The Lexile report provides a Lexile level for each student which provides a good estimate of books that would be appropriate reading. An online resource to help find appropriate books based on the student's Lexile is https://lexile.com/parents-students/find-books-at-the-right-level/lookup-a-books-measure/.

   Parent friendly information about choosing books for children can also be found at Reading Rockets: https://www.readingrockets.org/books/choosing-and-using-kids-books. The Reading Rockets website also has a section dedicated to parents: https://www.readingrockets.org/audience/parents.

Additional guidance will be provided prior to next school year as needed.

We remain committed to supporting educators and educational systems in helping improve student outcomes. If you have additional questions regarding this guidance document or need further assistance with Acadience assessments, please contact us at info@acadiencelearning.org.