Louisiana K-3 Literacy Screening Test Coordinator Manual

Developed by the Louisiana Department of Education
For Use with DIBELS 8th Free Version and mCLASS

Fall 2023

State Board of Elementary and Secondary Education Test Security Policy[1]

The Louisiana State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

[1]Excerpts from https://bese.louisiana.gov/policy

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender identity, political affiliation, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or assessment@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at http://www2.ed.gov/about/offices/list/ocr/index.html.

**To anonymously report testing irregularities,
please call the LDOE Assessment Hotline at 844-268-7320.**

SCHOOL TEST COORDINATOR
OATH OF SECURITY AND CONFIDENTIALITY STATEMENT

I, _____, do hereby affirm the following:
Name of School Test Coordinator (print)

☐ I was provided the *Dibels 8th Edition Administration and_Scoring_Guide_2023* to review on
_____/_____/_____.

☐ I participated in professional development on test security and administration provided for this test
administration on _____/_____/_____.

☐ I read and followed all testing procedures in accordance with those outlined this manual and in the
Dibels 8th Edition Administration and_Scoring_Guide_2023 as well as any other guidelines and
instructions provided by my district test coordinator.

☐ I will provide professional development on test security and administration prior to this test
administration to all individuals who have access to, monitor, or administer the test.

☐ FOR REMOTE ADMINISTRATIONS, I reviewed the parent commitments with all applicable test
administrators and reminded them that they must be discussed with parents prior to test administration.
If a parent refuses to agree to remote testing requirements or if the parent violates the requirements,
test administrators know to end the remote testing administration without scoring.

☐ I will follow all directions regarding the distribution and return of test materials outlined by my school
system.

☐ I will provide a list of students approved for accommodations, with the accommodations they are to
receive, to the appropriate test administrators.

☐ I will verify that all testing environments are prepared for testing, including sufficient space between
students, removal or covering of all ELA academic content materials, and placement of Testing—Do Not
Disturb signs on doors when applicable.

☐ I will verify that testing is not conducted in environments that differ from the usual classroom
environment without prior written permission from the Louisiana Department of Education. Individual
testing, as described by screener guidance is required for all subtests except for Maze. It is not necessary
to request permission to test in an alternate environment for this individual testing.

☐ I will report any testing irregularities to the test coordinator or to the Assessment Hotline at
844-268-7320.

☐ I was informed of the Department policy in *Bulletin 746* regarding denial, suspension, and/or the
revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: _____/_____/_____

_____
Name of School

_____
Name of School System

_____   _____
Signature of Principal   Signature of School Test Coordinator

TEST ADMINISTRATOR AND PROCTOR
OATH OF SECURITY AND CONFIDENTIALITY STATEMENT

I, _____, do hereby affirm the following:

Name of Test Administrator or Proctor (print)

☐ I was provided and read the *Dibels 8th Edition Administration and_Scoring_Guide_2023* to review on _____/_____/_____.

☐ I participated in professional development on test security and administration provided for this test administration on _____/_____/_____.

☐ I will read and follow all testing procedures in accordance with those outlined in the *Dibels 8th Edition Administration and_Scoring_Guide_2023*.

☐ and all other guidelines and instructions provided by my school or district test coordinator.

☐ I will follow security regulations for distribution and return of secure test materials.

☐ I will test students approved for DIBELS 8th-approved accommodations and I will administer the test with the assigned accommodations.

☐ I will *not* coach students in any manner during administration of the test.

☐ I will *not* provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.

☐ I will report any testing irregularities to the school test coordinator or to the Assessment Hotline at 844-268-7320.

☐ For remote administrations, I will review the administration requirements included on the remote screener PowerPoint with parents and students prior to administering the screener. If the parent or the student refuse to agree or violate any of the requirements, I will stop remote screening, and I will explain that the student must test in person.

☐ For remote administrations, I will record the entire screening process.

☐ I was informed of the Department policy in *Bulletin 746* regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: _____/_____/_____

_____

Name of School

_____

Name of School System

_____

Signature of Test Administrator or Proctor

_____

Signature of School Test Coordinator

Any teacher or other school personnel found guilty
of facilitating cheating may have their Louisiana Teaching,
Administrator, or Ancillary Certificate suspended or
revoked in accordance with
Bulletin 746, *§908*, and may face criminal charges.

To anonymously report testing irregularities, please call
the LDOE Assessment Hotline at 844-268-7320.

Table of Contents

K-3 Literacy Screener Assessment Purpose

Louisiana state law requires that all students in grades K through 3 be screened by a single statewide screener the first 30 days of school, in December and in April. This screener is used to identify which students may be at risk for experiencing reading difficulties so that teachers can provide timely and effective support. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

Alerts

1. Fall Administration

The free version of the DIBELS 8th Edition is planned for use only with the fall administration. The department plans to have a single, online state administration available for the winter and spring testing windows through a contracted vendor. For fall only, school systems will need to report the results from the screening to the department as they have in the past. The content of the file that is reported to EdLink will include new components, such as the composite score, new coding, and new alternate assessment options. System Support will provide guidance to all data managers regarding file elements and submissions.

CAUTION: There are several editions of the DIBELS screener. Please make sure that you are only using the DIBELS 8th Edition found at this link https://dibels.uoregon.edu/materials/dibels. Because the mCLASS is aligned to the DIBELS 8th Edition, systems who contract to use it may continue to use it. Other screeners provided by Acadience, STEP or STEEP can continue to be used for school planning purposes, but the only scores that can be submitted to the department for official fall K-3 literacy screening must come from the DIBELS 8th Edition or mCLASS. Free versions by grade level can be found at this link: https://dibels.uoregon.edu/materials/dibels. Each grade level link provides:

- A scoring booklet that will be needed for each student screened
- Student materials needed for screening, one copy per test administrator

The department will not provide screening materials. However, guidance is forthcoming that will provide information regarding an allocation of funds for printing at five cents per page based on pages included in the materials noted above and the number of students enrolled in each grade based on October 1, 2022 enrollment.

2. Alternate Assessment

ALL students must participate in the screening per state law. Single state-selected alternate rubrics are being provided for some students with disabilities including:

- **Literacy Alternate Assessment Rubric (LAAR)**: Students with significant cognitive disabilities who qualify for alternate assessment using the K-2 Alternate Assessment Participation Decision-Making Tool or the grade 3 alternate assessment criteria, also used for LEAP Connect, as documented on the IEP. Students must be assessed with the rubric that is specifically aligned to their enrolled grade level.

No other alternate forms of screening may be used in place of the Literacy Alternate Assessment Rubric.

3. K-3 Composite Score Calculator

A [K-3 Literacy Composite Score calculator](#) is available on the department website that will automatically calculate a composite score based on the scores from each individual subtest. The calculator is provided for teacher/test administrator use, and no copies of completed calculators should be sent to the department. The school system data manager will receive information for how to submit a file to EdLink, very similar to prior year submissions, that will need to include a composite score for every student enrolled in the first 30 days of school. Completed calculators should not be sent to the department.

4. Remote Administration for Fall

A remote administration is defined as a test setting in which the teacher and the student are not in the same location. The department has determined that for the fall administration of the free DIBELS 8th only, remote administrations are acceptable under certain conditions that are agreed upon by the test administrator and the parent. If a parent and/or student refuses to agree to the conditions or violates any remote testing requirements, then the remote administration must be terminated without scoring, and the student will be required to screen in person.

Key Dates

Fall testing window	First 30 days of school
Deadline for IEP/IAP/EL checklist completion	For fall, there is no requirement to have accommodations in place 30 days prior to the opening of the testing window, but they must be in place prior to screening administration. For winter and spring, accommodations will have to be in place 30 days prior to the opening of the testing window.)
Deadline for Reporting Results to EdLink	October 15

Contact the Louisiana Department of Education (LDOE) for requests for individual student information or questions about individual student circumstances, explanation or changes in testing procedures, or clarifications of procedures and policies.

By phone: 844-268-7320
By email: assessment@la.gov

TEST SECURITY

Administering tests is an important professional responsibility that requires the same seriousness of purpose and quality of preparation as any other instructional activity. A standardized test must be administered according to the directions. This manual details these directions and the tasks of a test administrator. To safeguard the value of the tests, each test administrator must follow **all** instructions exactly.

The LDOE requires that all persons involved in any aspect of testing strictly adhere to security procedures described in this manual. For the fall administration of the DIBELS 8th free version, school systems will need to copy the following documents:

1. One copy of the student booklet for each test administrator, not for each student
2. One copy of the teacher scoring booklet for each student screened

The free [DIBELS 8th Edition Literacy Screener](#) is not a secure document. However, student results from screening should follow all protocols for ensuring that student information and results are only shared with parents and with other educators for instructional purposes.

Test coordinators must be given this   before testing to allow them ample time to review the directions for correct test administration.

Test coordinators and test administrators are required to sign the School Test Coordinator Oath of Security and Confidentiality Statements provided in this document both before testing and once testing is completed, ensuring that security and test administration procedures were followed.

Secure Test Materials

Students should not have access to the screening or answer keys at any time prior to administration. If a screening is done remotely, parents and students should not have access to the screener or the answer keys to prompt, coach or cue students prior to or during the screening process.

REQUIRED TRAINING SESSIONS

District Test Coordinator-Conducted Training Session

The district test coordinator is required to schedule and conduct training on test security and administration for all test coordinators, principals, the school system Section 504 coordinator, the school system SIS coordinator, the school system EL coordinator, and the school system special education director/supervisor who will be involved in test administration or monitoring. Prior to this training session, the district test coordinator should review this manual, the training webinar, and the training materials provided.

All materials can be found on the [Literacy Screener Landing Page](#):

[LDOE DIBELS 8th Paper Pencil Training](#)

[K-3 Literacy Screener Redelivery Plan](#)

[Review Manual](#)

[Watch Professional Development Training Video](#)

The training should focus on test security policies and procedures, test administration procedures, documentation and provision of testing accommodations, and the importance of strictly following all directions in the manuals.

The district test coordinator should emphasize the importance of test coordinators providing training for test administrators in test security and proper test administration procedures. Only persons trained in test security and administration procedures shall be allowed to administer statewide assessments or have access to secure test materials.

School Test Coordinator-Conducted Training Session

The school test coordinators are required to arrange for training of all persons who have access to, monitor, or administer tests. This includes test administrators, proctors, monitors, interpreters, scribes, and any other persons who will be in the presence of the tests at any time. The STC can designate someone knowledgeable in the screening process to conduct the training. **Attendance at the training session is mandatory.**

Training should focus on following test administration directions, testing procedures, test security, and providing an appropriate test setting. Distribute the *Dibels 8th Edition Administration and_Scoring_Guide_2023* before the training session to allow test administrators time to study, write in, and highlight the guide to prepare for testing.

The DIBELS 8th free version does not allow for all accommodations to be provided during screening. Test coordinators should compile a list of students who are approved for DIBELS 8th applicable accommodations, specifying the accommodations they are to receive. Test administrators for these students must be given a copy of the list before testing. The test coordinator needs to make sure the assigned test administrator is knowledgeable about the accommodations and how to administer the tests with the assigned accommodations.

TESTING IRREGULARITIES AND SECURITY BREACHES

A testing irregularity or security breach is any incident in test handling or administration that leads to concerns regarding the security of the test or the accuracy of the test data. Any action that compromises test security or score validity is prohibited. All testing irregularities and security breaches must be reported to the test coordinator **with written documentation**.

The list that follows includes violations of test security:

- Administering tests in a manner that would give examinees an unfair advantage or disadvantage.
- Giving examinees access to test items or answer keys prior to testing.
- Altering or interfering with examinees' responses in any manner.
- Administering previous or current forms immediately before screening.
- Failing to account for a composite score for all students.
- Conducting testing in environments not aligned to administrative directions without LDOE approval. It is not necessary to request permission to test students individually.
- Failing to follow administration directions exactly as specified in this manual.
- Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, paraphrasing or defining any part of the test, or interfering with examinees in any manner during testing.
- Allowing cheating of any kind.
- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while students are testing.

- Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.
- Failing to provide a student with a documented allowable accommodation.
- Providing a student an accommodation that is not documented.
- Not allowing students the allotted time to complete a section.
- Participating in, encouraging, or failing to report any security breach or testing irregularity.

Test coordinators should discuss other possible testing irregularities and security breaches with test administrators during training.

Violations of test security can result in the revocation of a Teaching, Administrator, or Ancillary Certificate as defined in [Bulletin 746](#).

Electronic Devices

Using a cell phone or other handheld electronic device (e.g., smartphone, portable media player, smart watch, eBook reader, electronic pen, document scanner) is prohibited during distribution of secure test materials, while students are testing, after students turn in their test materials, and/or during a break.

> **Exception:** Test administrators may have devices but they must be in the "off" position while around secure test materials, except for devices required for approved accommodations, online assessments, or to provide technical assistance during online assessments. Test coordinators and test administrators are permitted to use cell phones in the testing environment **ONLY** in cases of emergencies or when timely administration assistance is needed.

> Some students may require access to a device for medical monitoring. In these cases, the device and the student must be carefully monitored.

Visitors / Unauthorized Visitors

Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as test administrators are prohibited from entering the testing environment.

> **Exception:** Authorized visits by LDOE monitors and LDOE-sanctioned monitors, LEA monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process. Schools and systems may not prohibit a state-assigned monitor from accessing a test session.

For a list of testing irregularities and security breaches that must be reported and documented, contact the district test coordinator. Test administrators must adhere to the following protocol:

- The incident must be reported to the test coordinator immediately.
- Any additional documentation required by the test coordinator or LDOE must be completed.

Anyone wishing to anonymously report testing violations directly to the LDOE should call 844-268-7320 between the hours of 6:30 a.m. and 6:30 p.m.

Voiding Student Tests

Student tests must be voided if there is an instance of cheating, misconduct, or administrative error—whether by a student or by anyone else.

In the case of student cheating, the test coordinator must receive a written account of the incident. In addition, a Void Form must be completed and emailed to assessment@la.gov.

TESTING GUIDELINES

Testing Eligibility

All students must participate in the K-3 Literacy Screener unless they <u>qualify and are participating in</u> an alternate form of the K-3 literacy screener. The results of all screenings must be reported to the department.

Testing Schedule and Components

State law mandates when tests must be given. The dates for test administration, aligned to law, are scheduled by LDOE; however, school systems determine the administration dates within the testing window. See the [2023-2024 Louisiana Assessment Calendar](#).

Testing must be done individually and should take 5-7 minutes per student to complete.

Refer to the Makeup Testing section of this document for how to handle students participating in makeup testing.

> **NOTE:** There is no formal makeup session. **Makeup testing must occur during the defined testing window.** The test administrator should notify the school test coordinator of students who need to take makeup tests.

Testing Conditions

Testing should occur at a time when students will be alert. Tests should not be administered immediately after strenuous physical or mental activity. Students should be informed that the tests are important. However, an overly tense atmosphere should be avoided.

Testing Environment

The testing environment is defined as any location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing.

Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

SPECIAL POPULATIONS AND TEST ACCOMMODATIONS

This section discusses testing for students with disabilities according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973 as well as for ELs and students who have been designated gifted and/or talented, a state-defined special education category.

Test accommodations are provided to minimize the effects of a disability to ensure students can demonstrate the degree of achievement they actually possess. The goal in using accommodations is to give these students an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. (See *Bulletin 118*.)

DIBELS 8th approved testing accommodations should be documented on the IEP, IAP or EL checklist prior to administration of the screener. To the extent possible, students should be familiar with the accommodation and it should be used routinely in the classroom as part of regular instruction. Test accommodations may not be used if the student does not have a current IEP, IAP, or EL plan. **Please note that many testing accommodations are not allowed on the DIBELS 8th literacy screener.**

If an accommodation or accessibility feature—even an approved accommodation—is not provided in classroom instruction and assessment, it is inappropriate to provide that accommodation during testing. All accommodations or changes to an accommodation must be documented on the IEP, IAP, or EL plan prior to the start of screening for the student to receive them. School systems should maintain records of IEP accommodations in the online Special Education Reporting system (SER) as well as maintain records for IAP, and EL Accommodations Checklists at the school system or school level. School systems must have a system for documenting and tracking test accommodations for all students who receive Section 504 services. This documentation does not have to be submitted to the Louisiana Department of Education.

IDEA Special Education Students

All special education students with disabilities according to IDEA are to be tested.

Students with One or More Disabilities According to Section 504

The LDOE has adopted the definition of disability derived from the regulations for Section 504 of the Rehabilitation Act of 1973. For the definition and eligibility requirements, see *Bulletin 118*. All students with one or more disabilities according to Section 504 are to be tested.

Gifted and Talented Students

Students may be designated as gifted, as talented, or as both. Students so designated are classified by the State as special education and should be so coded in the Education Classification field. Their scores, however, are aggregated with those of regular education students in roster and summary reports.

If students are designated as both gifted and talented, code the primary exceptionality as "Gifted."

These students may qualify under Section 504 and be eligible for accommodations in testing. Such students should be coded **both** as special education and as Section 504. An IAP must have been completed for the student to receive test accommodations. More than one accommodation may be used.

Test Accommodations for Special Education and Section 504 Students

The DIBELS 8th provides only for specific accessibility features that include the following:

- Breaks in between sections
- Hearing aids, assistive listening devices, glasses, Smartwatches if used for medical reasons (Smartwatches and or phones that are used for medical reasons must be carefully monitored)
- Enlarged student materials (magnification)
- Covered overlays, filters or lighting adjustments
- Marker or ruler for tracking
- Whisper phones

Braille

A hardcopy braille form is available for students with a visual impairment who are unable to take the computer-based test.

Extended Time

For the administration of the DIBELS 8th free version, extended time is defined as double the time that is prescribed. For example, if all students must complete the subtest in 1 minute, extended time allows for 2 minutes. The screener sections should be strictly timed. Extended time is only available for the following students:

- English learners as identified in EdLink 360 enrollment
- Students with fluency-based speech disorders documented on IEPs
- Students assessed with alternative rubrics (significant cognitive disabilities)
- Students with limited verbal language skills, as documented on the IEP, that are not participating in an alternate assessment
- Students who require braille

The extended time accommodation must be included on the IEP, IAP or EL checklist prior to the screening administration. For fall only, the 30 day in advance rule is not applicable. For winter and spring screenings, all accommodations must be added at least 30 days prior to the opening of the screening window.

Test Read Aloud

Test read aloud is not permitted for any student including students with an IEP, IAP, EL Checklist and/or PNP. Test administrators may read certain answers to students when they are unable to answer questions as outlined in the directions for test administration.

Word Prediction

Word prediction is not permitted for any student including students with an IEP, IAP, EL Checklist and/or PNP.

Communication Assistance

For statewide assessments, communication assistance is signing or cueing the test for students who are hearing impaired. A test administrator and/or interpreter who is fluent in the signing or cueing modality routinely used by the student should be available to repeat or clarify directions and sign the tests **if warranted** by the student's IEP. The tests should be signed directly as written. The students must be tested individually or in a small group. Directions may be signed or cued. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers; this results in an invalid score. (See *Bulletin 118*.)

Special Considerations for Deaf and Hard-of-Hearing Students

Physical Setting

- Students' auditory listening devices should be in good working condition and used during the testing period.
- Students who depend primarily on lipreading should be seated no more than ten feet from the test administrator.
- The test is to be administered in a student's usual mode of communication.
- Be sure the room is well lit, with the source of light directed toward the test administrator; that is, the test administrator should avoid standing in front of windows or other sources of bright light.
- Be sure students are watching the test administrator during the delivery of all instructions.

Use of Fingerspelling

If portions of the test are signed, as warranted by a student's IEP, then the test may be projected using a document camera or transparencies. The school test coordinator may request transparencies from the district test coordinator. All transparencies must be returned to the district test coordinator. The transparencies are secure documents; district test coordinators must shred them following testing.

Signs must **not** be used when the sign would reveal the answer to the item. These words are to be fingerspelled. Care should also be taken in the use of non-manual markers (facial expression, body language, objects) that might reveal the answer to the question.

Test items must be signed exactly as written.

A test administrator and/or interpreter who is fluent in the signing or cueing modality routinely used by the student should be available to repeat or clarify directions and sign the tests.

English Learners (ELs)

Refer to *Bulletin 118* for the definition of an English Learner (EL). All ELs are to be tested.

All ELs may receive DIBELS 8th-approved EL accommodations **if they are used routinely in the students' classroom instruction and assessment and documented on the EL checklist prior to screening.** If foreign exchange students are screened and determined to be English Learners, they may qualify for test accommodations provided they are used in the students' regular classroom instruction and assessment.

Special Considerations for Testing

With the support of the school administration, the test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, school-level teams may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner, as documented on a Personal Needs Profile (PNP) or accommodations plan:

- Time of day
- Small-group or individual testing
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

Makeup Testing

Makeup testing must be completed within the testing window. If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that section, the student may be allowed to complete that section on a different day. If there are concerns about a student completing a section, the student should NOT be allowed to begin testing. If a student leaves during a section, the test administrator should note the exact place in the section where the student stopped and the time remaining, and then contact the test coordinator.

Test administrators must closely monitor makeup testing to ensure students do not alter any previously entered responses.

The same security and administration procedures described for regularly scheduled administrations should be followed for makeup testing.

- The test coordinator and principal must schedule makeup test sessions and inform test administrators of the arrangements made.
- The test administrator must keep a record of students who need makeup testing. The record should include each student name, each test and section the student needs to complete, and any 8th-approved accommodations the student should receive. This information should be shared with the test coordinator each day.
- If a student is absent because of illness during testing, including makeup testing, the test administrator must notify the test coordinator.

TEST MATERIALS

The following test materials are provided by the test coordinator:
- Computer to enter scores in the LDOE calculator if used
    - Note-STCs must verify that test administrators only use devices for appropriate testing related activities during testing.
- Copies of the student booklet (one per teacher)
- Copies of the student scoring booklet (one per student)
- Copies of the Maze student booklet (one per student) applicable to grades 2 and 3
- Copies of the Maze student scoring booklet one per teacher) applicable to grades 2 and 3
- Braille versions if applicable

The following is a list of materials to be provided by the test coordinator, along with procedures to follow. Anything with test items or student responses is considered secure material:
- *Dibels 8th Edition Administration and_Scoring_Guide_2023*—This manual contains the procedures to be followed during the administration of the assessment. It is crucial that test administrators read all general instructions and directions for the tests they are going to administer prior to testing.
- **Braille**—A braille kit (with transfer instructions) will be provided for the testing session.

Test administrators must resolve all material shortages with the test coordinator *before* test administration.

ROLES AND RESPONSIBILITIES: QUICK REFERENCE

District Test Coordinator

The following checklists were designed to assist in the administration of the K-3 Literacy Assessment. They do not replace the detailed procedures in this manual. The district test coordinator's responsibilities include the following:

Before Testing

- ☐ Read the *Dibels 8th Edition Administration and_Scoring_Guide_2023* in its entirety. Feel free to mark in the manual.

- ☐ Attend the test coordinator training webinar.

- ☐ Schedule testing, makeup dates, and times of testing, based on the Key Dates.

- ☐ Work with school test coordinators and technology coordinators to establish a testing plan.

- ☐ Become familiar with any technology that may be needed for special circumstances.

- ☐ Conduct school system training sessions and any additional training.

- ☐ FOR REMOTE ADMINISTRATIONS: Make sure that all test administrators are aware of the pre-conference with parents that is required. TAs will need to request that the parents agree to all requirements before beginning the test.

- ☐ For REMOTE ADMINISTRATIONS: Make sure that all test coordinators have a process for saving the recording of the entire screening session.

During Testing

- ☐ Be readily available to answer questions about test security, administration, and return of materials.

- ☐ Report immediately to the LDOE any breaches of test security.

- ☐ Document and track test applicable accommodations for students who receive Section 504, special education, and EL services.

- ☐ Ensure that all school test coordinators know the deadline for completing the screenings within the first 30 days of school.

After Testing

- ☐ Ensure that makeup testing has been completed and that ALL students have taken the DIBELS 8th or the state-selected alternate screening for students who qualify.

- ☐ Ensure that all students have a final <u>composite score</u> that can be submitted by the school system to EdLink by the deadline.

School Test Coordinator

The following checklists were designed to assist in the administration of the K-3 Literacy Screener. They do not replace the detailed procedures in this manual. The school test coordinator's responsibilities include the following:

Before Testing

- ☐ Attend test coordinator training.
- ☐ Verify that all teachers have participated in mandatory screener administration training.
- ☐ Review in their entirety the test coordinator and the test administration manuals.
- ☐ Distribute the test administration manual to test administrators before the training session.
- ☐ Ensure that all test administrators and all other persons who have access to secure materials have participated in a training session on test security, test accommodations, and test administration.
- ☐ Provide additional training as needed.
- ☐ Verify testing dates and scheduling times with the district test coordinator.
- ☐ Establish a communication plan with test administrators and technology coordinators to be used during testing.
- ☐ Arrange for makeup testing.
- ☐ Compile a list of students approved for applicable accommodations, with the accommodations they are to receive, and provide the list of such students in a testing group to test administrators.

During Testing

- ☐ Be readily available to answer questions.
- ☐ Monitor testing.
- ☐ Report any testing irregularities to the district test coordinator.
- ☐ Monitor makeup testing.

After Testing

- ☐ Ensure all students have been screened, including students who participate in the state-selected alternate assessment for qualifying students.
- ☐ Ensure all test administrators and any paraprofessionals who assisted during testing complete and return the Oath of Security and Confidentiality Statements to maintain at the school for three years.

Test Administrator

The following checklists were designed to assist in the administration of the K-3 Literacy Screener. They do not replace the detailed procedures in this manual. The test administrator's responsibilities include the following:

Before Testing

- ☐ Read the *DIBELS 8th ADministration and Scoring Guide* in its entirety. Feel free to mark in the guide. If you have questions, ask the test coordinator.

- ☐ Attend the required training session(s) on test security and administration.

- ☐ Complete, sign, and submit the Test Administrator Oath of Security and Confidentiality Statement included in the Test Coordinator Manual to the test coordinator.

- ☐ If you are testing students with accommodations, discuss with the test coordinator arrangements that need to be made. Make sure you have a list of those students and the accommodations they are to receive.

- ☐ Locate reading materials unrelated to test content for students who may finish early; store reading materials where students cannot access them prior to a test session.

- ☐ Plan seating arrangements that will ensure independent work during testing.

- ☐ Remove or cover all materials in the room that are related to the content of the screener.

- ☐ Make sure the testing environment has adequate lighting, ventilation, and minimal distractions.

- ☐ Pick up test materials from the test coordinator, following established security procedures, and verify that you have the correct and sufficient quantity of materials for your testing group.

During Testing

- ☐ Administer all tests in strict accordance with the procedures detailed in this manual and with *Bulletin 118*.

- ☐ Place a "Testing—Do Not Disturb" sign on the testing room door.

- ☐ Distribute test materials.

- ☐ Read the directions to students verbatim from the *Dibels 8th Edition Administration and_Scoring_Guide_2023*.

  NOTE: At any time during a test section, a test administrator may repeat a portion of the K-3 Literacy Screener Test Administration Manual directions, if necessary, for clarification.

- ☐ Make sure students work only on the test section being administered.

- ☐ Troubleshoot computer-based testing issues for remote administrations.

□ Ensure that students receive their DIBELS 8th-approved accommodations. Ensure that students with a PNP receive their accessibility feature(s).

□ Maintain a calm testing environment. Disruptive students may be removed from the room; they may continue for the remainder of the testing time in a separate testing group or during makeup testing.

□ Focus full attention on the testing environment at all times.

   ✔ Ensure that students are supervised during testing, including during breaks.

□ Ensure that students do not participate in any form of cheating, such as soliciting help in answering test items from other students, school personnel, or anyone else.

□ Prevent the use of prohibited materials during testing sections.

□ Do not provide assistance that could impact a student's test results. Examples include, but are not limited to:

   ✔ Providing answers to students

   ✔ Indicating that a student has answered incorrectly or left an item blank

   ✔ Defining words, spelling words, or providing synonyms

   ✔ Influencing a student's response by offering hints, clues, cues, facial expressions, nods, or changes in voice inflection

   ✔ Altering, explaining, or paraphrasing any test item

   ✔ Suggesting that students review or reconsider an answer

□ Complete any documentation necessary for reporting any testing irregularity or security breach.

□ Collect all test materials as directed and verify that all test materials have been returned **before** dismissing students.

After Testing

When returning test materials to the test coordinator, **separate** the test materials for those students who need to make up a test component from those who have completed testing. Inform the school test coordinator of students who require makeup testing.

> **NOTE:** All materials containing student responses must be returned to the school test coordinator by October 31. Any sheets of paper, photocopies, CDs, flash drives, tapes, or printouts created in transferring answers are secure test materials. These materials must be returned to the school test coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved.

- □ Submit written reports and documentation for any testing irregularities or suspected incidents of cheating to the school test coordinator.

- □ Complete the Test Administrator Oath of Security and Confidentiality Statement included in this manual.
    - ✔ By signing this form, test administrators are stating that they maintained the security and confidentiality of all secure materials and participated in professional development on test security and administration. If both test administrators and scribes participate in test administration, then each should complete a form. Interpreters should also sign the form and write "Interpreter" next to their names. Return this form to the test coordinator, who will maintain the forms on file at the school for three years.

- □ Test administrators may keep student materials or they can be destroyed.

MANAGING ISSUES DURING TESTING

Invalidating Student Test

A student's screening needs to be voided due to a testing irregularity:

If…	Then…
A testing irregularity occurs while a student is testing, and the student's score is no longer valid:	Contact LDOE.

A student may be rescreened if a screening is voided.

Reporting Requirements

The System Support team is providing detailed instructions for how to submit the file to EdLink 360 for the fall DIBELS 8th screening results only. In the winter and the spring, the department expects to have a statewide online platform that will collect all data as the students are screened that will be reported directly to the department.

A composite score from the DIBELS 8th Edition must be reported to EdLink for all students who were enrolled in the first 30 days of school. This includes all students with an IEP, an IAP or an EL checklist.

Remote Administration

The directions for remote screening directions for remote screening must be used to administer the Beginning of Year (BOY) K-3 Literacy Screener outside of the local school building. Students requiring some accommodations or an alternative assessment must be screened in person.

The remote specifications and instructions below include:
- remote testing materials
- device setup
- accessing the screener remotely
- taking the screener

Remote Testing Materials

Administration guides, student benchmark materials, and Maze materials for BOY administration
[DIBELS 8 Edition Remote Testing Administration Directions](#)
[DIBELS 8 Edition Administration and Scoring Guide](#)
[Remote Administration PowerPoint by Grade Level (required for use with remote administration)](#)

Device Setup

In order to access the DIBELS 8th Edition K-3 Literacy Screener, the student will need:

1. a computer (desktop or laptop), or a device, such as an iPad or Chromebook.

2. the latest version Google Chrome Browser (required for remote testing),

3. to download and install the latest version of the Chrome browser, go to
   https://www.google.com/chrome/.

4. at least 2GB of RAM memory

5. a screen size of at least 9.5 inches

6. a screen resolution of 1024x768

7. The latest version of one of the following web conferencing platforms: Zoom Video Communications, Microsoft Teams, or Google Meet (with recording capabilities)

Accessing the Screener Remotely

1. Once a test session is set up by the school test coordinator or teacher, the student should receive a notification with details, including a date and time for testing. The screener should be administered 1:1 and not as a group.
2. Systems will administer the **full assessment** *required by grade level* and report the composite score.

Measure	Kindergarten	1st Grade	2nd Grade	3rd Grade
Letter Naming Fluency (LNF)	X	X		
Phonemic Segmentation Fluency (PSF)	X	X		
Nonsense Word Fluency (NWF)	X	X	X	X
Word Reading Fluency (WRF)	X	X	X	X
Oral Reading Fluency (ORF)		X	X	X
Maze			X	X

Taking the Screener

1. The test administrator should video conference the student at the designated date and time for screening.
2. Students should be encouraged to work in a quiet area without distractions.
3. The entire literacy screening video conference must be **recorded** for screening reliability.
4. Webcams and audio must stay on the entire testing session with the student in view.
5. The test administrator must read the remote administration requirements to the student and guardian. The student and guardian must verbally agree to remote requirements.
6. Test administrators should present the appropriate grade-level BOY remote administration screen sharing deck. A timer should be used for each measure. A paper version of the screener is only allowed with on-site testing.
7. The test administrator should administer the screener in full-screen mode.
8. Students must respond orally during testing while the screening examiner records their answers.
9. Students needing alternate assessments will need to participate in on-site testing.