

Accommodations

mCLASS:Reading3D is an assessment tool that is appropriate for capturing the developing reading skills of all students learning to read, with a few exceptions: a) students who are deaf; b) students who have fluency or oral motor speech disabilities (e.g., oral apraxia), c) students who are learning to read in a language other than English or Spanish; and d) students with severe disabilities. Use of mCLASS:Reading 3D is appropriate for all other students, including those in special education for whom reading connected text is an IEP goal. For students receiving special education, it may be necessary to adjust goals and timelines; use out-of-grade level materials for progress monitoring; and provide accommodations as part of the administration. (see [Kaminski, Good, Baker, Cummings, Dufour-Martel, Fleming, et al., 2007](#) for a deeper discussion on the use of DIBELS for diverse learners).

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their skills in the core early literacy skill areas.

Approved Accommodations

Approved accommodations for Reading3D are consistent with those provided by the authors of DIBELS Next and which are unlikely to change how the assessment functions. Scores can be reported and interpreted as official when approved accommodations are used. Approved accommodations should only be used when necessary to provide an accurate assessment of student skills. The assessments should be administered and scored according to standardized criteria whenever possible.

Approved accommodations for mCLASS:Reading3D are in the chart below.

Approved Accommodations	TRC	LNF	FSF	PSF	NWF	DORF	DAZE	VOC
The use of student materials that have been enlarged or with larger print for students with visual impairments.	X	X			X	X	X	X
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	X	X			X	X	X	X
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	X	X	X	X	X	X	X	X
The use of a marker or ruler to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	X	X			X	X	X	X

Testing the student in an alternate setting. For example, a special room with minimal distractions, complete quiet, or enhanced or specialized lighting may be used. X X X X X X X X

Testing the student with a familiar adult or specialist. For example, a tester who is familiar with the student's language and communicative strategies or with specific training related to the student's needs. The tester must always be trained and must administer and score assessments according to standardized criteria with approved accommodations as needed. X X X X X X X X

The use of a computer for typing responses to written items. X

Reading directions aloud to the student for written items. X

Unapproved Accommodations

Unapproved accommodations are accommodations that are likely to change how the assessment functions. Scores obtained when unapproved accommodations are used should not be treated or reported as official mClass:Reading3D scores and cannot be compared to other mClass:Reading3D scores, benchmark goals (DIBELS Next), or proficiency cut points (TRC and Joule VOC).

Unapproved accommodations may be used when: a) testing a student using standardized administration and scoring rules and/or approved accommodations will not yield accurate results; or b) the student's Individualized Education Plan (IEP) requires testing with an unapproved accommodations. Scores obtained using an unapproved accommodation can be used to measure individual growth for the student.

Examples of Unapproved Accommodations

- A student with limited English proficiency may be given the directions in his/her primary language.
- A student whose IEP requires assessments to be given untimed may be administered the DIBELS Next measures without the timing. This would be an assessment of accuracy of reading and not fluency.
- A student with visual impairments who has sufficient skills with Braille may be assessed with the Braille edition of DIBELS Next. For information about DIBELS Next in braille, visit <http://dibels.org/>.