**Reliability Check Planning Guide**

**For Teacher Administered Individual Tests**

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|  | **Purpose:** | **Materials – Resource Options** | **Recommended Time** |
| **STEP 1**Administration & Scoring Rules Refresher with practice  | Provide staff with needed reminders about administration, most commonly confused scoring rules, and an opportunity to practice. | **DIBELS** * PowerPoints
* DIBELS Quiz
* Review of Test Administration Protocols
* Cheat Sheets
* Sample Scripts
 | **DIBELS – Paper and Pencil** * K- 1.5 hour minimum
* 1 – 1.5 hour minimum
* 2 – 1 hour minimum
* 3 **–** 1 hour minimum
 |
| **STEP 2**Shadow Scoring  | Ensure accurate and calibrated test administration (within 2 points) | **For Individually Administered Tests:*** Assign shadow partners, recommend students for this practice.
* This should come prior to instructional staff administering instruments independently.
* **Shadow Scoring Form** submitted to the person in the building in charge of testing.

**Other Test Specific Resource Options:*** DIBELS Integrity Check forms
 | For most individuals, three opportunities to3 shadow score |
| **STEP 3**Post Assessment Notes  | Determine the level of support/training that will be required in the future to ensure reliable test administration and scoring. Improve training materials and adapt resources to meet school/district needs.  | Maintain a record of reliability checks. Keep notes surrounding common confusions and reflections about the data gathering process. Use this data to inform reliability checks and data collection during the next benchmark period. See **Reflections and Action Steps for Data Collection**Make adjustments to presentations, protocols, and cheat/sheets. Provide booster sessions for PM if need be. |  |

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|  | **Date(s)** | **Facilitator(s)** | **Participants** | **Materials/Procedure** |
| **STEP 1**Administration & Scoring Rules Refresher with practice  |  |  |  |  |
| **STEP 2**Shadow Scoring  |  |  |  |  |
| **STEP 3**Post Assessment Notes  |  |  |  |  |

**Reliability Check Planning**

**For Teacher Administered Individual Tests**

**Assessment Period/School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Shadow Scoring Form**

**For Teacher Administered Individual Tests**

**Assessment Period/School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Examiners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Test 1 –**

**Examiner I Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner II Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notes from the DIBELS Integrity Checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Test 2 –**

**Examiner I Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner II Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notes from the DIBELS Integrity Checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Test 3 –**

**Examiner I Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner II Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notes from the DIBELS Integrity Checklist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Reflections & Action Steps for Data Collection**

**Reflections:**

**Action Steps:**

|  |  |  |
| --- | --- | --- |
| **Action Steps** | **Who**  | **When** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |