Moby.Read Administration Guide

Supporting Moby.Read v2.0

Analytic Measures Inc.
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Introduction

Moby.Read is a suite of a self-administered, fully automated oral reading fluency (ORF) assessments in English. The Moby.Read assessment suite includes benchmark assessments and progress monitor assessments. Moby.Read runs in a Chrome browser or on an iPad, and is automatically scored. The benchmark test is designed for students in Grades K through 5, and the progress monitor test is designed for students in Grades 1 through 5.

In a Moby.Read benchmark test (Grades K-5), students read a list of words, a sentence, and four short passages out loud. After reading each passage out loud, they review the passage, are prompted to retell what they read in their own words, and answer short content questions about the passage. In the Kindergarten test, students read a list of words, a short phrase or sentence, and four short passages broken into three parts. They are then asked to answer questions about the passage. There is no retelling task in the kindergarten test.

In a Moby.Read progress monitor test (Grades 1-5), students read a short passage out loud. After reviewing the passage, students are prompted to retell what they read in their own words and answer short content questions about the passage. As an optional, repeated reading practice, they can also listen to a model-read and re-read the passage up to five times.

Moby.Read uses automatic speech recognition (ASR) and natural language processing (NLP) technologies to score the tests. Test results are available online shortly after the assessment is complete. Test scores and student recordings provide educators with immediate, accurate data that can support effective strategies for improving student performance.

The *Moby.Read Administration Guide* describes test preparations and protocols for administering the Moby.Read test in a manner that promotes valid score interpretation and fairness. Procedures and guidelines align with the most recent edition of the *Standards of Psychological and Educational Testing* (AERA, APA & NCME, 2014).

Target Audience

The *Moby.Read Administration Guide* is intended for educational professionals, such as teachers or administrators, who are responsible for evaluating the oral reading ability of students in Grades K through 5. Because the Moby.Read test is self-administered, no specialized educational qualifications are needed to administer the test aside from an adherence to the recommended testing protocol.

Moby.Read Assessment Suite Overview

The Moby.Read Assessment Suite consists of two applications, the Teacher application for managing rosters and test assignments, and the Student application for administering tests (Table 1). These applications are accessed from Moby.Read's welcome page: www.mobyread.com.

Figure 1: Moby.Read Welcome Page

Access to Moby.Read applications and associated features depend on the user's account type and associated role. Moby.Read supports three user roles: School Administrator, Teacher, and Reading Specialist.

The following table summarizes the features supported by each application and the users authorized to access those features.

Table 1: Moby.Read Assessment Suite

Application	Intended Use	User Access
Teacher	• User account management • Create and modify class rosters and test assignments • Review test scores	• School Administrator • Teacher, School Administrator • All Users*
Student	• Administer tests in a Google Chrome browser	• Teacher • Student or Parent/Guardian

*Teachers and School Administrators have full read and write-access to rosters. Readings Specialists can review and download rosters of selected Teachers to which they have been granted access. They cannot edit student information.

Working with Benchmark Class Rosters

Moby.Read uses grade-level class rosters to associate a student with a Moby.Read Teacher account. A unique alphanumeric student ID, an optional alias ID, and the

student's name identify a student record within a given school's Moby.Read administration domain.

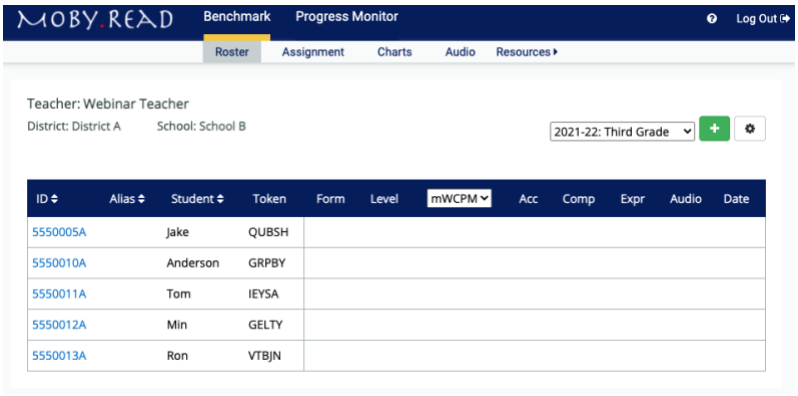


Figure 2: Class roster view for a 3rd Grade Teacher account

As a Teacher or School Administrator, you can perform the following rostering tasks:

- Manually add student entries to the roster page (➔ click **+** and select **Add Students**).
- Edit or delete a student entry; delete an entire roster.
- Import student information from a spreadsheet (➔ click ⚙ and select **Import Students**).
- Download a class roster into a spreadsheet and print it out after the test has completed to review scores (➔ click ⚙ and select **Export Roster**).
- Create additional class rosters (➔ click **+** and select **Create New Roster**).
- Select a roster for another grade from the drop-down menu.

Class Roster Access

You must have a Teacher or a School Administrator account to perform roster data entry.

Click **Teacher** at www.mobyread.com (Figure 3) and sign in with your credentials to access the roster page for your registered grade.

Figure 3: Moby.Read Welcome Page (Teacher)

A Reading Specialist can view the rosters of Teachers for whom they have been granted access by the School Administrator. They cannot edit student records. Reading Specialists can access selected rosters after signing into to their account from www.mobyread.com.

Creating a Class Roster

When you register as a Teacher, Moby.Read creates a class roster for the grade specified during the registration. You can create additional rosters as follows:

1. On the Class Roster page, click the **+** sign and select **Create New Roster**.

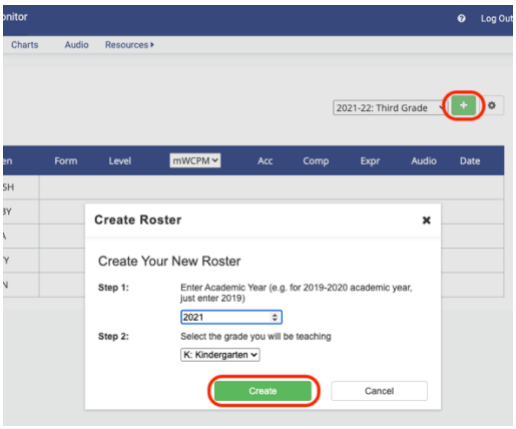


Figure 4: Creating Benchmark roster

2. Enter a year and select a grade.
3. Click **Create**.

   A new empty roster is created and added to the grade selection menu.

***Note**: The academic year in the Moby.Read system is from July 21st to July 20th of the following year. After July 21st, you can no longer take a test with a previous year roster and need to create a new academic year roster to administer tests.*

Adding a Student to a Class Roster

1. On the Class Roster page, click the **+** sign and select **Add Students**.
2. Enter an alphanumeric student ID and a name. Entering an alias is optional.
3. To add more rows, click on the plus sign "+".
4. Click **Add**.

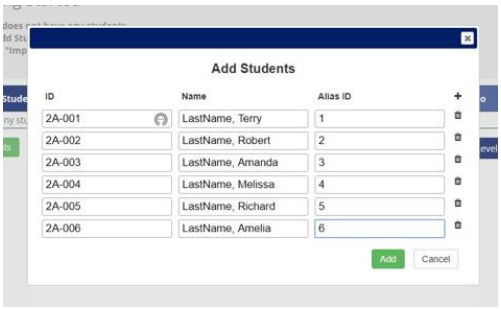


Figure 5: Adding students to a new roster

The student information is added to the roster.

Unique Student IDs

The student ID for each student must be unique and can be any alphanumeric string. The unique ID requirement means that each student in a school or a school district must have a unique identifier. A student's school or district-assigned ID is recommended.

Student Aliases

School IDs or district IDs can be lengthy and difficult to remember. A short alias is easier to recall when a student is prompted for an ID. An alias can be part of a numerical sequence (1,2,3…) or the student's initials. Unlike student IDs, which must be unique within a school's entire administration domain, Moby.Read student aliases are specific only to a Teacher's grade roster. This means that the same alias can be used for different students across multiple grade rosters or in the rosters of other Teachers.

Editing a Student Entry

You can make changes to a student's name, student ID, or alias.

1. Click on a student ID on the Class Roster page to load the **Update Student** widget.

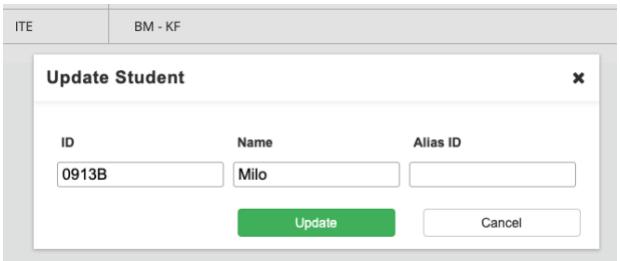


Figure 6: Updating student information

2. Correct the information and click **Update**.
3. The change is propagated to all rosters that reference that student.

***Note**: Once a student has taken a test in Moby.Read, you can no longer edit the student information.*

Deleting a Student Entry

You can delete an entire student entry (without leaving an empty row). The action removes the student from the current grade roster, but the student is retained in the system. If the student ID is added to another roster, that student's information, including test records, is retrieved from the database.

1. Click ⚙ and select **Remove Students**.
2. Click the checkbox for the student you wish to remove from the roster (**Error! Reference source not found.**).
3. Click **Remove from Roster** to confirm and remove the entry from your roster.

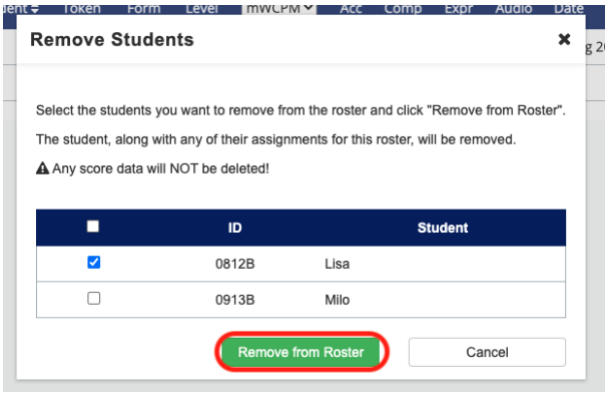


Figure 7: Deleting a student from a roster

Deleting a Class Roster

You can delete an entire class roster. The action removes the roster from the Teacher's grade selection menu, but student information is retained in the system. If one of the student IDs is added to another roster, that student's information, including test results, is retrieved from the database.

1. Click ⚙ and select **Delete Roster**.
2. Click **Delete** in the lower bottom of the screen (**Error! Reference source not found.**).

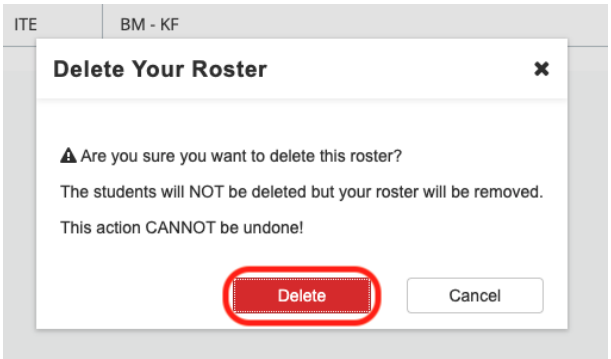


Figure 8: Deleting a class roster

3. The roster is deleted, and the Teacher's registered grade roster displays.

Importing Student Data

As an alternative to manual rostering, Teachers and School Administrators can upload student data from a spreadsheet (CSV, XLS, or XLSX file) to a class roster. Acceptable file formats and templates are provided when you click ⚙ and select **Import Students** on the class roster page. Follow instructions on the screen to upload the data.

Exporting a Class Roster

Any user who has access to a Teacher's class roster can export the roster to a spreadsheet that can then be saved or printed out for a test administration.

1. Click ⚙ and select **Export Roster** to export the most recent test results.

   The roster opens with name, bm_scores.csv.

2. Rename the file and click **Save** to download the file or to print it out as needed.

To download all scores associated with a student, click ⚙ and select **Export All Scores**.

Assigning a Benchmark Test

Assigning a Form

Students need a token to take a Moby.Read test. Tokens are automatically generated when students are added to the Benchmark roster, and can be used throughout the year, including for Progress Monitor tests. Whenever a new form is assigned, a token needs to be updated each time.

To assign a form and update a token:

1. Go to the **Assignment** page from the top navigation menu.

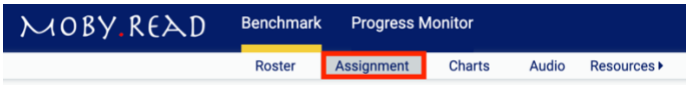


Figure 9: Assignment tab

2. Select a form from the drop-down menu in the Form column.

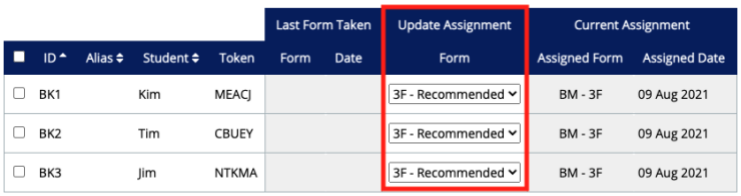


Figure 10: Select forms

***Note**: Changing the form will not automatically update the assignment. Always make sure to click Update Assignments when changing a form.*

***Note**: Form recommendation is based on the grade of the roster. The first recommended form is always the Fall form when a student is added to the roster. Then, the subsequent form (e.g., Winter or Spring) becomes the next recommended form.*

3. To assign forms to all students at once, click the top checkbox.

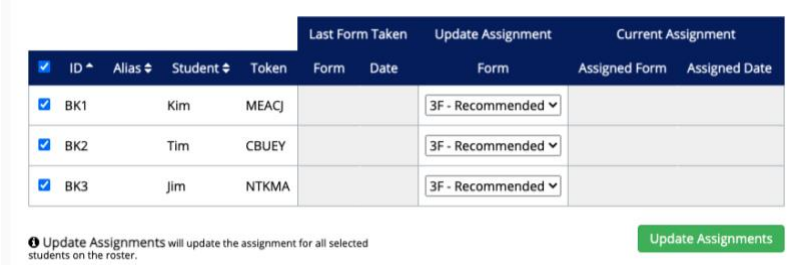


Figure 11: Select students

4. Click **Update Assignments**.

Figure 12: Update Assignments

***Note**: If students have not taken any test yet, the Fall form of the students' grade is the recommended form, by default. If they have taken a test, they will be assigned the form that follows their last administration (e.g., if they took 2F, they will be assigned 2W).*

5. The assigned forms and dates appear under Current Assignment and will move to Last Form Taken when the test is completed.

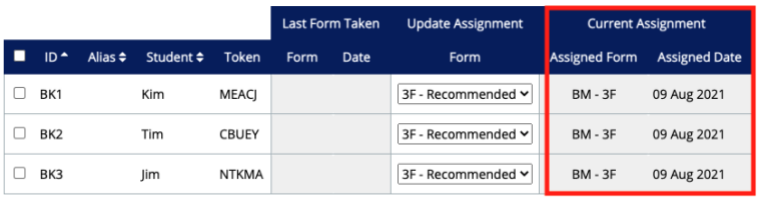


Figure 13: Current Assignment

6. Students take a test with their respective tokens listed under the Tokens column. Tokens are expected to be used during an entire school year. However, in any case you need new tokens for your students, click ⚙ and select **Generate Tokens**.

Although it is recommended to use a form based on the student's grade and time of year, you can change the form for any student based on past performance. For example, a Grade 5 Teacher can administer a 4th Grade Fall form (4F) to a 5th Grade student in winter.

Previewing a Benchmark Form

A form defines the test content and grade-level difficulty of an assessment. If necessary, preview a form before assigning it to students.

1. Click **Resources** from the top navigation menu and select **Printable Running Records** (Figure 14).
2. Click the check box of the form to preview.
3. Click **Download**.
4. If only one form is selected, a PDF file of the selected form is downloaded. If more than one form is selected, all selected forms will be downloaded as a zip file.

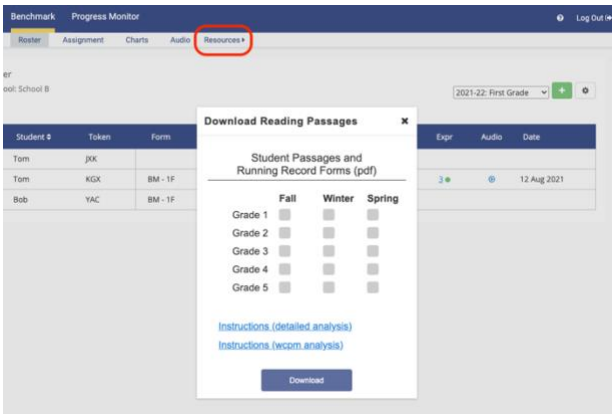


Figure 14: Downloading reading passages

Working with Progress Monitor Rosters

Adding a Student to a Class Roster

Once students have taken a benchmark test, they can be assigned a Progress Monitor Test. To manage rosters and assign tests, select the **Progress Monitor** tab on the top of the page and switch to the Progress Monitor platform.

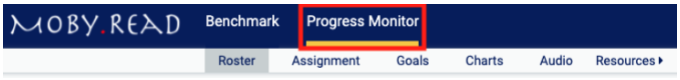


Figure 15: Progress Monitor platform tab

1. Click the **+** sign and **Add Students.**

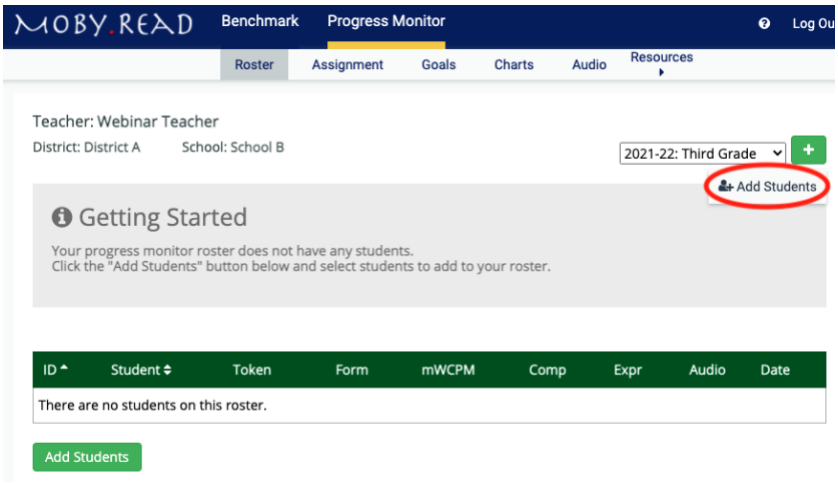


Figure 16: Adding students to roster

2. Click the checkboxes of the students you would like to add to your roster. Click **Add to Roster**.

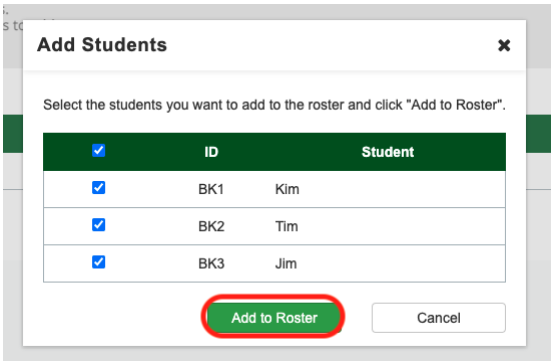


Figure 17: Adding selected student(s)

Note: *Only the students who have taken a Moby.Read benchmark test without exception scores will be displayed in the selection.*

Setting a Progress Monitor goal (Optional)

To track students' reading progress throughout the year, you can set Winter and Spring mWCPM benchmark goals. Refer to the *Moby.Read Scoring Guide* for a definition of mWCPM. Access the **Goals** page from the top navigation menu.

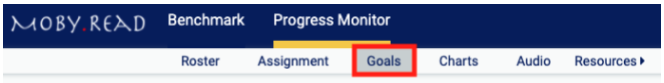


Figure 18: Progress Monitor Goals tab

As a reference to setting goals, the most recent benchmark results and Hasbrouck and Tindall (H&T) Norms (2007) are listed to the left of the mWCPM Goals. Select any H&T grade norm from the drop-down menu to see the 10th, 25th, 50th and 70th percentile norms in the table.

		Most Recent Benchmark Result			H&T Norms for: Grade 3: Winter				mWCPM Goals	
ID	Student	Form	Date	mWCPM	10%ile	25%ile	50%ile	75%ile	Winter	Spring
BK1	Kim	BM - 3F	10 Aug 2021	76	62	79	97	137		
BK2	Tim	BM - 3F	10 Aug 2021	107	62	79	97	137		
BK3	Jim	BM - 3F	10 Aug 2021	78	62	79	97	137		

Figure 19: Selecting Hasbrouck and Tindall (2017) norms

To set a Winter and Spring benchmark goal:

1. Enter Winter and Spring goals for each student in the text fields under the mWCPM Goals column. Click anywhere outside the text field to save the goal.

		Most Recent Benchmark Result			H&T Norms for: Grade 3: Winter				mWCPM Goals	
ID	Student	Form	Date	mWCPM	10%ile	25%ile	50%ile	75%ile	Winter	Spring
BK1	Kim	BM - 3F	10 Aug 2021	76	62	79	97	137	65	80
BK2	Tim	BM - 3F	10 Aug 2021	107	62	79	97	137	70	75
BK3	Jim	BM - 3F	10 Aug 2021	78	62	79	97	137	55	60

Figure 20: mWCPM goals entered

2. The goals will be automatically mapped on the Progress Chart which can be viewed on the **Charts** page.

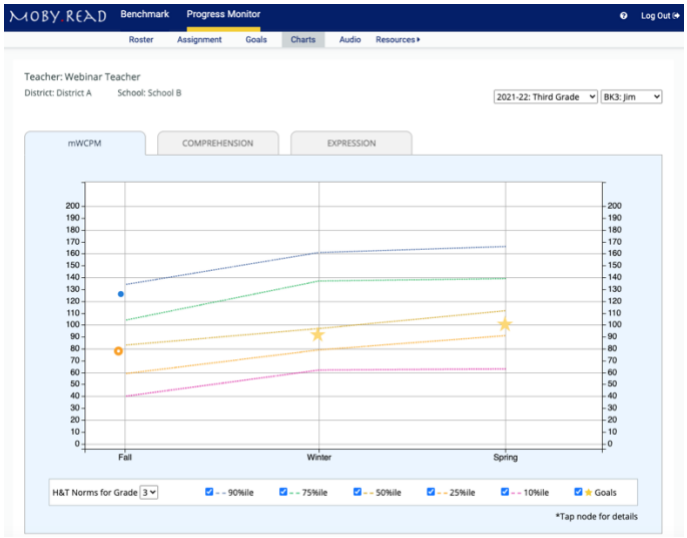


Figure 21: mWCPM goals on Progress Chart

Assigning a Progress Monitor Test

To take a Progress Monitor test, students use the same token as their Benchmark tests. As with Benchmark tests, make a specific test assignment for each student who needs a Progress Monitor test.

After a student takes a Benchmark test, the Moby.Read system automatically assigns students to a Tier based on the Benchmark results and recommends passages from that Tier. Moby.Read chooses a Tier based on two pieces of information: the grade of the roster of the student and the student's reading ability generated from their most recent Benchmark assessment. Therefore, the Tier assignment may change after each Benchmark test. You can always assign a different passage within or from a different Tier. The tiers are grouped by predicated grade-level:

Table 2: Progress Monitor Tiers and Predicted Grade-Level

Tier	Grade
1	Kindergarten
2	Early Grade 1
3	Late Grade 1
4	Early Grade 2
5	Late Grade 2
6	Early Grade 3
7	Late Grade 3
8	Early Grade 4
9	Late Grade4/Early Grade 5

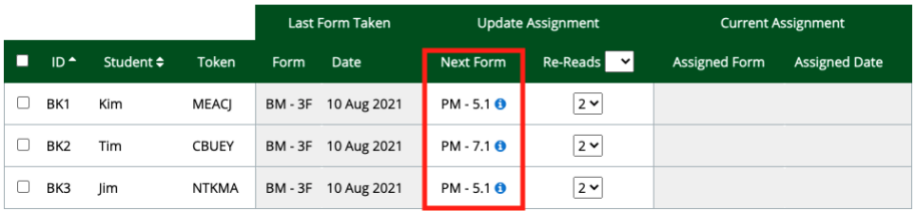
Research shows that repeated reading of the same passage helps improve students' reading skills. To use Progress Monitoring sessions as practice opportunities, you can also set the number of times a student listens to a model reading of the passage and re-reads it.

To assign a Progress Monitor test:

1. Go to the **Assignment** page from the top navigation menu.

Figure 22: Progress Monitor Assignment tab

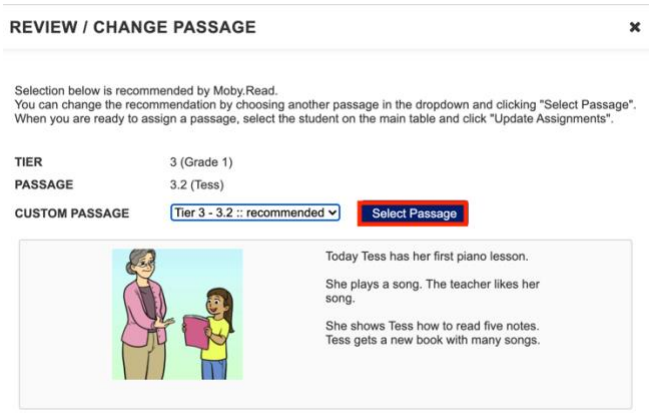
2. The Next Form column shows the progress monitor passage automatically recommend by the Moby.Read system based on the student's benchmark results. Click ⓘ next to see details of the recommended passage.



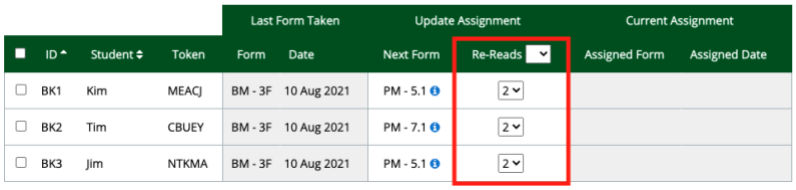
				Last Form Taken		Update Assignment		Current Assignment	
	ID	Student	Token	Form	Date	Next Form	Re-Reads	Assigned Form	Assigned Date
☐	BK1	Kim	MEACJ	BM - 3F	10 Aug 2021	PM - 5.1	2		
☐	BK2	Tim	CBUEY	BM - 3F	10 Aug 2021	PM - 7.1	2		
☐	BK3	Jim	NTKMA	BM - 3F	10 Aug 2021	PM - 5.1	2		

Figure 23: Next Form

3. (Optional) Clicking ⓘ allows you to choose any passage from the CUSTOM PASSAGE drop-down menu. Click **Select Passage**.



4. Set the number of times students listen to the model read of the assigned passage and re-read it for fluency practice (0-5 times). The default is set to 2. To change the number of re-reads for all students at once, use the drop-down menu within the Re-Reads heading.



				Last Form Taken		Update Assignment		Current Assignment	
	ID	Student	Token	Form	Date	Next Form	Re-Reads	Assigned Form	Assigned Date
☐	BK1	Kim	MEACJ	BM - 3F	10 Aug 2021	PM - 5.1	2		
☐	BK2	Tim	CBUEY	BM - 3F	10 Aug 2021	PM - 7.1	2		
☐	BK3	Jim	NTKMA	BM - 3F	10 Aug 2021	PM - 5.1	2		

Figure 24: Setting the number of Re-Reads

5. Click the checkbox of the student who you wish to create an assignment for. Click the top checkbox to select all students.
6. Click **Update Assignments**.

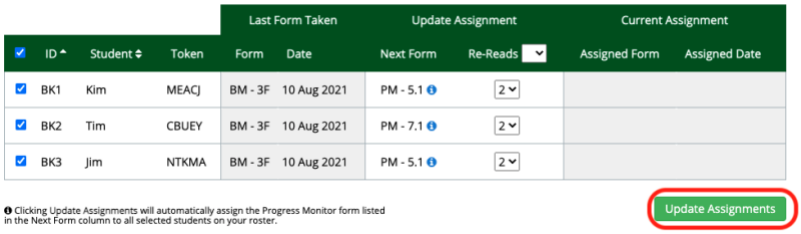


Figure 25: Update Assignments

***Note**: Clicking **Update Assignments** will automatically assign the Progress Monitor form listed in the Next Form column to all selected students on your roster.*

7. The assigned forms and dates appear under Current Assignment and will move to Last Form Taken when the test is completed.

Figure 26: Current Assignment

8. Students take their Progress Monitor test with the same tokens used for their benchmark test, as listed in the Tokens column.

Figure 27: Tokens

Preparing for a Test Administration

Preparing for a Moby.Read assessment includes selecting a suitable test environment and taking a demo or practice test to ensure the device is working correctly. Devices used in the test administration should be set up ahead of time, and verified for audio capture. Refer to the *Moby.Read Installation Guide* for your device.

Selecting a Suitable Testing Environment

Administer the test in a quiet, comfortable room so that students do not get distracted, and can show their best reading performance. Keep background noise and distractions to a minimum. Examples of suitable testing locations include the following:

- A separate, quiet room that can hold a single student or small groups of students

- A dedicated location within the classroom for individual students (for example, a Moby.Read station), which can be used while class is in session (headsets recommended)
- A computer lab or school library for whole class assessments. If this option is used, students should be placed at least 10 feet apart from one another to ensure that they do not overhear each other's reading performances and answers to questions. Staggering start times can help prevent students from hearing other's responses. Headsets are required for this scenario to ensure valid results.

Using a Headset

Use a headset when you test more than one student in a room or while class is in session. AMI recommends using circumaural or sound isolating headphones and a noise-canceling microphone. Note that circumaural headphones have large pads that surround the outer ear, rather than press against it (Figure 28). Also note that, for headphones, "sound-isolating" does not mean "active noise-canceling". System-compatible gaming headsets are a suitable option, if they meet these requirements.

Figure 28: Circumaural headphone with pads covering the ears

Taking a Demo or Practice Test

Moby.Read provides a demo test of a Kindergarten and 2nd Grade form. To take a demo test, follow these instructions:

1. On a Chrome browser, go to www.mobyread.com and select **Teacher**.
2. Click the demo link below **Sign Up**.

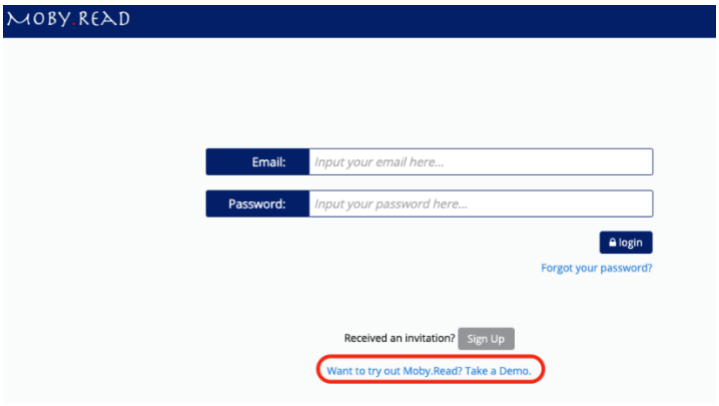


Figure 29: Take a Demo link

3. Select one of the demo tests and click **Proceed as Guest**:

- Kindergarten: For a full Kindergarten assessment
- Second Grade (Full): For a full 2nd Grade assessment
- Second Grade (Quick): For a single passage 2nd Grade assessment

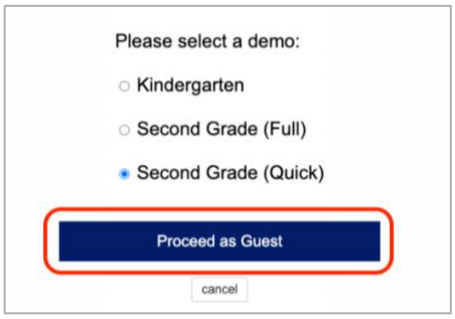


Figure 30: Proceed as Guest

4. Click **Enter**. Follow instructions on the screen and speak when prompted.
5. When finished, wait for the upload to complete, and then click **check your scores** to view scores and listen to the audio recordings.

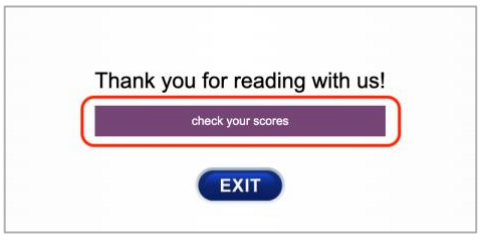


Figure 31: Check your scores

Teachers and aides who will be administering Moby.Read should take a demo or practice test as part of preparing for test administration. Taking a demo or practice test allows you to:

- Familiarize yourself with the Moby.Read assessment and help you to understand what students will experience during testing (including the task types and ordering of tasks).
- Get comfortable with the technology. Experience with the delivery device will help you answer questions that may arise during the test and assist students with problems.
- Demo the test in front of your class to introduce students to Moby.Read. Note that the demo uses a 2nd Grade form and the content may not be aligned to your students.

Test Administration

The Moby.Read assessment takes 10-12 minutes to complete, depending on grade, form, and student performance. For planning purposes, allocate approximately 20 minutes per assessment to allow ample time for students to transition to the test location, headset placement, and entering of the student's token.

The following instructions are for Chrome-delivered Moby.Read assessments. The process for iOS delivery is essentially the same. Differences are pointed out where appropriate.

To administer a test using a token, follow these instructions:

1. Click on Student at www.mobyread.com.

Figure 32: Moby.Read Welcome Page (Student)

2. Enter the student's token and click **Enter**.
3. Confirm the student's identity and click **YES**.

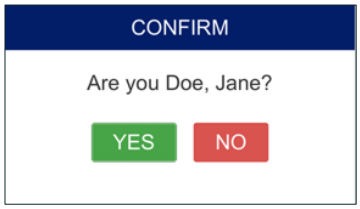


Figure 33: Student identity confirmation

The confirmation displays the student's name exactly as it was entered in the roster **Student** field.

If the name is incorrect click **NO** to re-enter the student ID. Check your roster printout. You may need to go back to the online roster page and correct the assignment.

After you confirm the student's name, the test begins. The test is administered automatically; students follow instructions and proceed at their own pace. No further action is needed aside from ensuring that the student is attending to the test and is speaking the responses at a normal voice level.

- Make sure that the student can hear the audio and the device is capturing the student's speech (through the voice activation bar).
- If the student is not speaking, or is whispering, remind the student to speak out loud.

Best Practices for Administering a Test

Whether or not you administer with a student's ID or token, the following are best practices for administering a Moby.Read assessment.

Before you begin to test students, make sure that:

- The student is in a quiet place. If administering in a group, make sure students are six or more feet apart from each other. Staggering start times will be helpful.
- The noise-cancelling microphone headset is connected to the device. Be sure the lead is pushed all the way in. If the headset is not connected properly, the test will not detect the student's speech.
- For iPad users, you may consider using a stand.
- You have explained the test to the student.

  Invite the student to sit in a chair. Explain that he or she will be using an electronic device (a computer or an iPad) to read out loud. Encourage the student to speak clearly and loud enough so that the device can "hear" the student's voice.
- You have fitted the student with the microphone headset as shown in Figure 34.

Figure 34: Correct microphone position

Some headsets have an on/off button; verify that the microphone is turned on. Adjust the earphones so that the headset fits comfortably and does not slip off.

Position the microphone between one and three inches to the side of the speaker's mouth. Remind the student not to move the microphone or touch it.

Guidelines for Proctoring the Test

The following guidelines address potential issues that may arise during the test and how to respond them. Issues range from student questions to unforeseen interruptions. Accommodation guidelines are provided in Accommodating Students with Special Needs. For technical issues, refer to the troubleshooting sections in the *Moby.Read Installation Guide*.

Responding to Students' Questions During the Test

Use the suggestions provided in Table 3 to respond to questions that students may ask during the test.

Table 3: Frequent questions during testing

Student Comment	Suggested Response
"I can't hear it."	Help the student adjust the volume or try reconnecting the microphone headset.
"I don't remember."	During a retell: "What was the passage about? You can use your own words." During a question: "Do the best you can."
"The app cut me off."	"Just keep going." Explain that the test moves on after a certain amount of time has passed.
"I don't know this word." or "What is this word?"	"Go ahead and skip it."
[Student should be reading but is not speaking.]	"Read it out loud."
[Student should be retelling but is not speaking.]	"What was the passage about? You can use your own words."
"I'm done."	If the test is still running, help the student press "Next." If the test is finished, say, "Thank you!" and dismiss the student.

Responding to Test Interruptions

Unexpected interruptions can potentially interfere with test results. Examples include: a fire alarm going off during a test session, the recess bell sounding, or the arrival of the principal or a parent. Cheating is rare but possible; for example, a student who does not know the answer to a question may try to overhear another student's response.

Document any incident that might adversely affect test results. Record the student's name and test ID, the nature of the incident, and the date and time it occurred. This information will help you determine whether retesting is warranted.

Accommodating Students with Special Needs

For some students, a standard Moby.Read test administration may not measure oral reading fluency ability appropriately, and the student may be eligible for a test accommodation.[1]

An accommodation modifies the standard test protocol in ways that makes the test equally accessible to a student's unique circumstances, without impacting the validity of test scores. Modifications must be considered carefully, because any procedural change potentially affects the validity of score interpretation.

Table 4 lists some common issues that may require accommodation. Document any approved accommodations you are providing in your spreadsheet.

Table 4: Approved accommodations for common issues

Issue	Approved Accommodation
Visual	• Screen magnifier (unless its use affects timing) • Room with enhanced or specialized lighting • Human administration* with materials printed in enlarged and/or different font
Hearing	• Amplifier • Printed instructions from the video and other prompts not already displayed on the screen
Speech	• If the speech issue is systematic, for example, the pronunciation of /w/ in place of /r/, no accommodation may be necessary. • Human administration* if articulation difficulties are severe. A trained speech-language pathologist or a person familiar with the student's speech should hand-administer the test. • Human administration* if speech includes severe stuttering or other disfluencies that will affect timing
Language	• Human administration* in which comprehension of test instructions is verified by having the student repeat or summarize the test instructions
Limited English Understanding	• Printed translation of test instructions are read to the student by an interpreter. (Text passages and questions should remain in English.) • Administration aided by an interpreter (only for instructions)
Learning and/or ADHD	• Human administration*—verify comprehension of test instructions by having the student repeat or summarize test instructions. • Test in a dedicated room where no other students are present.
Anxiety	• Administer the test while a person that the student is familiar with is close by. • Human administration* by a person that the student is familiar with

*Human administration requires administrators to undergo training on administering and hand-scoring the test.

[1] American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (2014). Standards for educational and psychological testing. Washington, DC: AERA.

No special accommodations are needed for students who speak with an accent or a mild speech impairment. Moby.Read system is designed to handle accented or non-native speech, as well as speech with a mild, systematic speech impairment. Language learners or students speaking regional dialects do not need accommodation unless the accent is severe, or a limited understanding of English prevents the student from understanding the prompts in the test.

***Caution**: Some modifications to the standard test administration protocol may adversely affect the interpretation of test scores. Examples include: untimed administrations (which affect reading level estimates and accurate reading rate estimates), passages translated into other languages (including sign language and Braille) or allowing students to respond in other languages. When other languages are involved (aside from translations of instructions), the construct of oral reading fluency in English is compromised.*

For questions or concerns regarding accommodations, contact Analytic Measures Inc. at support@analyticmeasures.com.

For more information

Visit us at www.analyticmeasures.com/moby-read. Download related documentation here.

Analytic Measures Inc.
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