

# COMMONLIT DIAGNOSTIC ADMINISTRATION GUIDE (IN-CLASS)

This one-pager provides a brief overview of important guidelines for administering a CommonLit Diagnostic in an in-class setting. The Diagnostic is designed to assess students' general reading aptitude and performance on key skills for their grade level.

1

The Diagnostic should be administered in one sitting. For test validity reasons, avoid allowing students to complete the assessment across multiple days.

2

The test should be administered in a proctored, classroom setting with minimal distractions (i.e. not as a typical homework assignment).

3

Students should complete the test within the recommended time frame of 60 minutes. *Students with accommodations may receive additional time if specified in their IEP or 504.*

4

Students should complete the test independently, NOT as partners, in small-groups, or with the support of a teacher. Students should not have access to a dictionary or other resources (unless as part of an accommodation).

5

Proctors may use the following language to instruct students at the beginning of a test: "Log in to your CommonLit account and go to your My Assignments page. Click on the Diagnostic to open it, but do not begin until I've instructed you to do so."

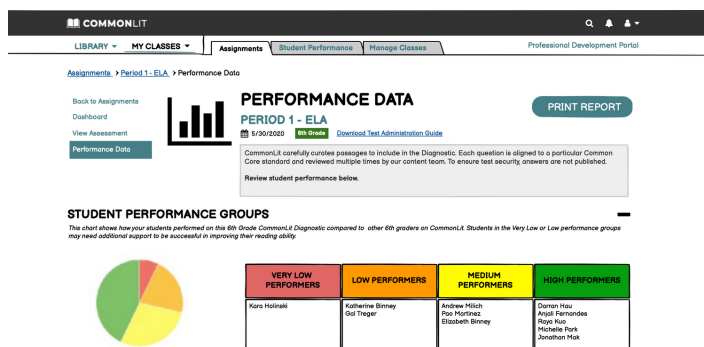
6

If a student submits too soon, you may unsubmit it from the Diagnostic dashboard. You should NOT unsubmit the Diagnostic to allow students to improve their score.



The data from Diagnostics will show you how your students compare to all other students across CommonLit in the same grade who took the same assessment. The data is designed to help you assess the performance of individual students and entire classes.

*Please note: this data may change over time as more students take the Diagnostic.*



# COMMONLIT DIAGNOSTIC ADMINISTRATION GUIDE (VIRTUAL)

This one-pager provides a brief overview of important guidelines for administering a CommonLit Diagnostic in a remote learning setting. The Diagnostic is designed to assess students' general reading aptitude and performance on key skills for their grade level.

- 1 For test validity purposes, it is best for students to complete the Diagnostic in one sitting (i.e. not across multiple days). Set a clear expectation that students should complete the test within one 60-minute session. It may be helpful to inform students that you are able to see once they've started their test. *Students with accommodations should receive additional time if specified in their IEP or 504.*
- 2 The test should be taken with minimal distractions. Encourage your students to make plans to have access to their testing device for the full 60 minutes and to find a place in their home with as few distractions as possible.
- 3 Students should complete the test independently, NOT with partners or the support of teachers, parents, or tutors. Explain that the test is meant to help you learn more about their needs, so students should do their best and not obtain help from family, peers, dictionaries, or the internet. *Note: Read Aloud and Translate tools are not currently available on the CommonLit Diagnostic.*
- 4 Teachers may use the following language to instruct students before beginning the test: "Log in to your CommonLit account and go to your My Assignments page. Click on the Diagnostic to open it, and then submit your test after no more than 60 minutes."
- 5 Encourage students to notify you immediately of any technical difficulties. Teachers should feel free to reach out to [help@commonlit.org](mailto:help@commonlit.org) with any questions.
- 6 If a student submits too soon, you may unsubmit it from the Diagnostic dashboard. *You should NOT unsubmit the Diagnostic to allow students to improve their score. This affects the test's validity.*

The data from Diagnostics will show you how your students compare to all other students across CommonLit in the same grade who took the same assessment. The data is designed to help you assess the performance of individual students and entire classes. *Please note: this data may change over time as more students take the Diagnostic and the comparison group grows.*

