



Considerations for Interpreting FastBridge Data Collected via Distance-Based Methods

If your school or district conducts FastBridge screening or progress monitoring using distance-based methods, there are important considerations for data interpretation.

- Distance-based assessment scores might have been influenced by unknown factors that make the data less reliable and valid than when the assessments are completed at school, because of:
 - Internet connectivity
 - Environmental distractions

When reviewing distance-based student data, FastBridge encourages educators to take the following into account.

- The grade level of the student
 - The scores of students in early elementary grades are likely to be more impacted than scores of students in middle school and high school.
- The extent of modifications from standard in-school assessment conditions
 - Generally, more extensive modifications are necessary to deliver the individually administered FastBridge assessments such as earlyReading, earlyMath, and CBMreading assessments.
- Student and teacher familiarity with video-conference testing
 - Teachers may need to practice before so they can get used to using multiple windows to see a student while also viewing the FastBridge application to enter scores.
 - See the FastBridge guidance about this.

Interpreting scores

- The scores will not be comparable to scores collected when you were able to be face-to-face with a student at school. We all know that it can be hard to keep a young student's attention in person. Over a computer, this will likely be even more challenging!
- For this reason, FastBridge does **not** recommend making comparisons to national benchmarks or national norms with scores obtained from distance-based methods.
- If your district or school is screening all or most students using distance-based methods, FastBridge recommends using local district or school norms.
- If a teacher or school decides to administer teacher-based assessments via videoconference, FastBridge recommends:
 - Doing so only for instructional recommendation purposes.
 - Compare the scores with student performance on other assessments and activities.
 - If a student's distance-based scores are significantly different from prior screening or progress monitoring scores, they are probably not reliable and should not be used for instructional planning.
 - **Not using FastBridge benchmarks or norms** in these cases for the reasons described above.
- Teachers may make general observations about trends in student growth or lack thereof.
- Teachers may follow-up with students on errors to determine if additional, targeted instruction is needed.