

## Considerations for Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings

### Leveraging Existing Systems and Tools

If you are working from a school system that already has routines and practices in place for screening and progress monitoring, as a team consider these questions when deciding how to administer in a distance/virtual setting.

Considerations	Notes
<p>Is the current screening/progress monitoring tool suitable for remote administration?</p> <ul style="list-style-type: none"> <li>• What, if any, guidance is available from the publisher regarding remote administration?</li> <li>• Some guidance may be available from NCII's <a href="#">Virtual Administration FAQs here</a></li> </ul>	
<p>How can we most closely replicate our typical, in school, screening/progress monitoring practices in a remote setting?</p> <ul style="list-style-type: none"> <li>• What adjustments need to be made?</li> </ul>	
<p>How will we coordinate with students and families to create an efficient and effective schedule and logistical plan?</p>	
<p>How will we assess students who may not have access to technology?</p>	
<p>What procedures will need to be in place to ensure the process yields valid, reliable, and actionable data?</p>	
<p>How and what data will be recorded and shared?</p>	

### Video Examples:

Below are examples of a school district in Oregon piloting two formats for screening all second-grade students with a Passage Reading Fluency.

- [Utilizing Zoom Breakout Rooms to Support 1:1 Administration with Multiple Students and Assessors](#)
- [Administering Reading Passage Fluency using Screen Share in Action](#)

**For more information** about these considerations and how this Oregon team created their plan see the related materials.