Testing Window September 8th – October 6th

Contact Information:

Technical problems: Matt Hayes, hayes_ma@4j.lane.edu, 790-7560

Staff Development Specialists:

Raquel Gwynn, gwynn_r@4j.lane.edu, cell 729-2928
Beth Hynes, hynes@4j.lane.edu, cell 338-9424
Marlee Litten, litten@4j.lane.edu, cell 868-5072
Kathy Luiten, luiten_k@4j.lane.edu, cell 953-2705

Table of Contents

<table>
<thead>
<tr>
<th>Page</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contact Information</td>
</tr>
<tr>
<td>2</td>
<td>Fall Reading Tests</td>
</tr>
<tr>
<td>3</td>
<td>Fall Math Tests</td>
</tr>
<tr>
<td>4</td>
<td>Determining Who Participates, Special Education Students</td>
</tr>
<tr>
<td>5</td>
<td>Determining Who Participates, ELL Students</td>
</tr>
<tr>
<td>6</td>
<td>Online Administration Directions Overview</td>
</tr>
<tr>
<td>7</td>
<td>Online Administration Directions – Reading Comprehension</td>
</tr>
<tr>
<td>8</td>
<td>Online Administration Directions - Vocabulary</td>
</tr>
<tr>
<td>9</td>
<td>Online Administration Directions - Math</td>
</tr>
<tr>
<td>10-12</td>
<td>Individually Administered Reading Test Directions</td>
</tr>
<tr>
<td>13</td>
<td>ODE Accommodation Tables</td>
</tr>
</tbody>
</table>
## Fall Tests

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall Tests</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>• Letter Names K_Fall&lt;br&gt;• Letter Sounds K_Fall&lt;br&gt;• Phoneme Segmenting K_Fall</td>
<td>1:1*</td>
</tr>
<tr>
<td>1</td>
<td>• Letter Sounds 1_Fall&lt;br&gt;• Phoneme Segmenting 1_Fall&lt;br&gt;• Word Reading Fluency 1_Fall</td>
<td>1:1</td>
</tr>
<tr>
<td>2</td>
<td>• Word Reading Fluency 2_Fall&lt;br&gt;• Passage Reading Fluency 2_Fall</td>
<td>1:1</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension 2_Fall</td>
<td>Online</td>
</tr>
<tr>
<td>3</td>
<td>• Passage Reading Fluency 3_Fall</td>
<td>1:1</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary 3_Fall&lt;br&gt;• Reading Comprehension 3_Fall</td>
<td>Online</td>
</tr>
<tr>
<td>4</td>
<td>• Passage Reading Fluency 4_Fall</td>
<td>1:1</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary 4_Fall&lt;br&gt;• Reading Comprehension 4_Fall</td>
<td>Online</td>
</tr>
<tr>
<td>5</td>
<td>• Passage Reading Fluency 5_Fall</td>
<td>1:1</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary 5_Fall&lt;br&gt;• Reading Comprehension 6_Fall</td>
<td>Online</td>
</tr>
</tbody>
</table>

*Training videos for individually administered measures of easyCBM are available within the 4J easyCBM website under the Training tab on your Home page.*
Fall 2010
4j easyCBM District Reading & Math Test
Administration Instructions

Math Tests

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall Tests</th>
<th>Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Math 1_Fall</td>
<td>Paper/Pencil*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Online</td>
</tr>
<tr>
<td>2</td>
<td>• Math 2_Fall</td>
<td>Paper/Pencil *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Online</td>
</tr>
<tr>
<td>3</td>
<td>• Math 3_Fall</td>
<td>Online</td>
</tr>
<tr>
<td>4</td>
<td>• Math 4_Fall</td>
<td>Online</td>
</tr>
<tr>
<td>5</td>
<td>• Math 5_Fall</td>
<td>Online</td>
</tr>
</tbody>
</table>

*Paper/Pencil copies are available as needed for ordering from Instaprint for the 1st and 2nd grade math test. Math 1_Fall also has a text to voice option in which students click on an icon and use headphones to listen to each item. Total score correct out of 45 needs to be entered for each student in the Measures section of the easyCBM system for students taking the paper/pencil version.

No calculators allowed except for students on IEPs or 504 plans.

All tests are one(1) test, 45 items total
Fall 2010
4j easyCBM District Reading & Math Test
Administration Instructions

Determining Who Participates

Most students participate. Details regarding Special Education students and ELL students that may be excluded follows. A few guidelines:

All students in need are allowed standard ODE accommodations (tables attached at end of packet). The tables can also be found in the back of this packet.

For students that DO NOT participate, leave BLANK, do not enter zero in the easyCBM system if data entry is required.

Progress monitoring materials are available if wanting to establish a baseline (below grade level) for students not participating in the benchmark testing.

Special Education Student Participation

Most Special Education students on IEPs participate in districtwide testing, with the exception of students in ESD programs and students where it is specified on their IEPs that they do not participate in districtwide testing. Accommodations listed in the ODE accommodation tables in the back of this packet are allowed as needed.
Students with Limited English Proficiency: Use ODE guidelines (see attached table below as guideline)

*Teachers can use progress monitoring materials if wanting to establish a baseline for students not participating in the benchmark testing.

**Table 2**

<table>
<thead>
<tr>
<th>Enrollment Timing</th>
<th>Date of Enrollment in Any U.S. School</th>
<th>Tests Required This Year (2010-11)</th>
<th>Tests Required Next Year (2011-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled “late” this year</td>
<td>5/2/11 – end of current school year</td>
<td>ELPA</td>
<td>ELPA* OAKS Math** OAKS Science*</td>
</tr>
<tr>
<td>Enrolled “late” the preceding year or earlier this year.</td>
<td>5/2/10- 5/1/11</td>
<td>ELPA* OAKS Math** OAKS Science***</td>
<td>ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing</td>
</tr>
<tr>
<td>Enrolled in previous years</td>
<td>Before 5/2/10</td>
<td>ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing Performance***</td>
<td>ELPA OAKS Math OAKS Science*** OAKS Reading OAKS Writing Performance ***</td>
</tr>
</tbody>
</table>
EasyCBM Online Administration Directions

Overview

Online Assessments:

- Reading Comprehension - 45-60 min, grades 2-5
- Vocabulary – 25-45 min, grades 3-5
- Math – 25-45 min, 1 test of 45 items per grade level

Directions for benchmark testing:

1. Have students click on the easyCBM icon on their desktop or go to the 4j easyCBM site (http://4j.or.easycbm.com/)
2. Have students click on the student log in icon (‘Student’)
3. Students need to enter their homeroom teacher’s user name (everything before @ on email)
4. Select the group under the drop down (Main Group), click on ‘Next’
5. Select their student name under the class drop down, click on ‘Next’

*TEACHERS NEED TO CHECK AND/OR VERIFY WITH STUDENTS THAT THE NAME SHOWING ON THE SCREEN IN THE UPPER RIGHT CORNER MATCHES THE STUDENT SITTING IN FRONT OF THE COMPUTER

6. Select the name of the benchmark test to take*:
   a. Math (grade)_Fall
   b. Reading Comprehension (grade)_Fall
   c. Vocabulary (grade)_Fall

7. If a student needs to stop in the middle of a test, they can click on the top left logo (easyCBM) to log out. When they open the benchmark test back up, it will take them back to where they left off.

*If other progress monitoring tests have been activated for a student, those progress monitoring tests will also be displayed when the student selects a benchmark test.
Online Reading Tests

Reading Comprehension Overview (grades 2-5 online)

The story will appear on the top part of the screen with a scroll bar to move through the story. The questions will appear on the bottom portion of the screen with one question appearing at a time. Each possible answer will be enclosed in a rectangle across the screen and the student only needs to click anywhere in the rectangle to choose that answer. Students may preview the questions, skip questions, and go back and finish or edit responses to questions.

• Students must select an answer before proceeding to the next question. Students can go back to previous questions by clicking on the Back button.

• If a student needs to stop in the middle of a test, they can click on the top left logo (easyCBM) to log out. When they log back in, it will take them back to where they left off.

Setting: Group
Materials: Computer with Internet access.
Time: 30-60 minutes

Administration Directions: “Please read the story and then answer the questions after it.”
Scoring Directions: Computer scored
Discontinue Rule: No discontinue rule or time limit as long as students are making reasonable progress on the test. (The test should take 30-60 minutes for most students to complete)

Frequently Asked Questions:
Can I read the story aloud to my slower readers?
No. The passages will be very difficult for some students, but it is not permissible to read any portion to students. You may only provide allowable accommodations as listed in the ODE accommodation tables in the back of this packet.
Vocabulary (grades 3-5 online)

Setting: Group
Materials: Computer with Internet access.
Time: 25-45 minutes

Administration Directions: “Look at each word that is in bold and then select the word that means the closest to the same thing.”

Scoring Directions: Computer scored

Discontinue Rule: No discontinue rule or time limit as long as students are making reasonable progress on the test. (The test should take about 30 minutes for most students to complete)

Frequently Asked Questions:

Can I read the entire test or parts of the test to individual students or the class?
No. Do not read any words or definitions to students.

What should I do when a student asks for help?
If a student asks for help, encourage him/her to reread the word and definitions and then make his/her best determination.
Online Math Tests (Grades 1-5)

• The problem will appear on the left side of the screen and possible answers will appear on the right.

• The student needs to click anywhere in the rectangle to choose an answer.

• In order for a student to move to the next question they must select an answer to the current question. After selecting an answer, the student can go back at any time and change their answer by clicking on the Back button.

• There will be a number that appears by the student’s name that tells how many problems have been completed out of 45.

*Students may have words, numbers, and symbols read to them consistent with ODE Accommodations Table on the last page of this packet. Students may not use calculators unless it is specified in their IEP or 504 plan.

Setting: Group
Materials: Computer with Internet access.
Time: 35-45 minutes total

Administration Directions: “Select the best answer for each of the math problems. You may use scratch paper, or write in your test booklet.”

Scoring Directions: Computer scored

Discontinue Rule: No discontinue rule or time limit as long as students are making reasonable progress on the test.

FAQ:

Can students use calculators on the easyCBM math tests?
No, students may not use calculators unless it is specified in their IEP or 504 plan.
Individually Administered (1:1) Reading Tests

**Letter Names (Kindergarten)**

The Letter Names measure tests students' ability to name the letters of the English alphabet, both in their lower case and capitalized forms. Students are shown a series of letters organized in a chart on one side of a single sheet of paper and given 60 seconds to name as many of them as they can. A trained assessor, reading a standardized set of instructions, follows along as the student names the letters, indicating on his/her own test protocol each letter the student reads incorrectly and prompting the student to go on if he/she hesitates at a letter for more than three seconds. Student self-corrections are counted as correct responses. At the end of 60 seconds, the assessor marks the last letter named with a bracket. This information is then entered on the EasyCBM website using the Measures page.

**Directions:**
- Place the student version of the measure in front of the student and hand them a marker to help them keep their place.
- Read the directions to the student exactly as written on the assessor copy.
- This is a 60 second timed test.
- Start the stopwatch when the student says the first item.
- Mark any errors the student makes as he/she is going through the measure, trying not to let the student know when you are marking an error (consider making a faint mark on every item as the student gets to it).
- Place a bracket after the last letter name read.

**Letter Sounds (Kindergarten and 1st grade)**

In Letter Sounds, students are shown a series of letters organized in a chart on one side of a single sheet of paper and given 60 seconds to produce as many of their corresponding sounds as they can. A trained assessor, reading a standardized set of instructions, follows along as the student produces the letter sounds, indicating on his/her own test protocol each letter sound the student reads incorrectly and prompting the student to go on if he/she hesitates at a letter for more than three seconds. Student self-corrections are counted as correct responses. At the end of 60 seconds, the assessor marks the last letter sound produced with a bracket. This information is then entered on the EasyCBM website using the Measures page.

**Directions:**
- Place the student version of the measure in front of the student and hand them a marker to help them keep their place.
- Read the directions to the student exactly as written on the assessor copy.
- Start the stopwatch when the student says the first item.
- Mark any errors the student makes as he/she is going through the measure, trying not to let the student know when you are marking an error (consider making a faint mark on every item as the student gets to it).
- After 60 seconds, place a bracket after the last letter sound read.
Phoneme Segmenting (Kindergarten and 1st grade)

Phoneme Segmenting is administered entirely orally. The assessor reads from standardized written directions printed on the test protocol and then administers the measure to the student. Students are provided with three examples of the assessor demonstrating how to segment a word into its constituent phonemes, and then the assessor delivers the first word and starts the timing. The assessor says a word aloud, and the student articulates the individual phonemes of which the word is comprised. Students score one point for every phoneme they segment correctly. At the end of the 60-second timing, the assessor marks the last phoneme segmented with a bracket. This information is entered on the EasyCBM website using the Measures page.

Directions:
• Read the directions to the student exactly as written on the assessor copy.
• There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.
• Read the directions to the student exactly as written on the assessor copy.
• This is a 60 second timed test.
• Say each word the student is supposed to segment as clearly and naturally as possible.
• Underline each phoneme the student says correctly.
• Put a slash through each phoneme the student misses.
• Students are NOT penalized for saying extra phonemes.

Word Reading Fluency (1st and 2nd grade)

Students are shown one side of a single piece of paper on which a series of words are written in a chart format. The words represent a range of difficulty, getting successively more challenging as they progress across and down the chart. Assessors read the standardized written directions, indicating that students should start at the top of the page and read across the rows (assessors are instructed to demonstrate by running their finger across the row of words, then down to the next row). If a student pauses for longer than three seconds, the assessor supplies the word, counts the response as incorrect, and prompts the student to move on to the next word on the list. At the end of 60 seconds, the assessor marks the last word read with a bracket. This information is then entered on the EasyCBM website using the Measures page.

Directions:
• Place the student version of the measure in front of the student and hand them a marker to help them keep their place.
• Read the directions to the student exactly as written on the assessor copy.
• Start the stopwatch when the student says the first word as you begin the test.
• Mark any errors the student makes as he/she is going through the measure, trying not to let the student know when you are marking an error (consider making a faint mark on every item as the student gets to it).
• After 60 seconds, place a bracket after the last word read.
Passage Reading Fluency (2nd-5th grade)

Passage Reading Fluency consists of a narrative passage presented typed on one side of a single sheet of paper. An assessor reads the directions from a set of standardized written instructions and marks incorrect answers on his/her own copy of the test protocol while the student is reading. Assessors supply the correct word and count the response as incorrect any time a student pauses for longer than three seconds on a word. At the end of one minute, the assessor marks the last word read with a bracket. This information is then entered on the EasyCBM website using the Measures page.

Directions:
- Place the student version of the measure in front of the student and hand them a marker to help them keep their place.
- Read the directions to the student exactly as written on the assessor copy.
- Begin timing when the student says the first word of the reading passage.
- Mark any errors the student makes as he/she is going through the measure, trying not to let the student know when you are marking an error (consider making a faint mark on every item as the student gets to it).
- After 60 seconds, place a bracket after the last word read.
- Follow the scoring directions on the assessor sheet.
# Fall 2010
4j easyCBM District Reading & Math Test
Administration Instructions

<table>
<thead>
<tr>
<th>TYPE OF ACCOMMODATION</th>
<th>STANDARD ADMINISTRATION OF KNOWLEDGE AND SKILLS ASSESSMENTS WITH ACCOMMODATIONS</th>
</tr>
</thead>
</table>
| Changes in the test directions | • Read or reread directions to student  
• Sign directions  
• Translate directions orally  
• Provide written version of oral directions  
• Simplify language in directions  
• Student highlights words in directions (Paper and Pencil assessment only)  
• Provide written translations of oral directions (Spanish for mathematics, science, social sciences are available in the Appendices of the 2009 – 2010 Test Administration Manual (TAM). See the TAM for ordering information for Russian translations.) |
| Changes in how the test questions are presented | • Large print version of the test  
• Braille version of the test  
• Read mathematics, science, and social sciences (not reading/literature) items and response choices aloud to the student by the test administrator or by use of technology following the ODE adapted NAEP Math read-aloud guidelines posted at [http://www.ode.state.or.us/search/page/?=487](http://www.ode.state.or.us/search/page/?=487).  
• The test administrator may write symbols and/or numerals exactly as they appear in the assessment in order to enlarge them and make them visually accessible. The entire formula or statement should be duplicated so that the context remains intact.  
• Make a verbatim audio recording of available Paper/Pencil side-by-side tests in English-Spanish and English-Russian; read verbatim directly from the test booklet or the student’s screen  
• Student reads test aloud or sub-vocalizes text to listener or self  
• For mathematics, science, and social sciences, (not reading/literature), test administrator highlights vowel combinations in passages, items and distracters  
• Student highlights vowel combinations independently  
• Visual magnification devices or software  
• Use of projection devices  
• Administration of side-by-side Spanish/English mathematics, science, and social sciences tests and Russian/English version of the mathematics and science tests |
| Changes in how the student responds | • Answers marked in test booklet or recorded (CD, video, or audio cassette) and transcribed onto regular answer sheet by school staff  
• Students using any assistive technology device that serves as their primary communication mode (e.g., adaptive keyboard)  
• Point to or dictate multiple-choice responses to a Test Administrator  
• Student retells story to test administrator or educational assistant in his or her own words before responding to the multiple-choice items  
• Student is allowed to vocalize his or her thought process out loud to himself or to a neutral test administrator  
• Student is allowed to use a recording device to record/play back questions, passages, and responses |
| Changes in test setting | • Test an individual student in a separate location  
• Test a small group of students in a separate, but familiar, location  
• Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, adaptive equipment/ furniture  
• Use sensory supports or interventions to allow students to attend to task |
| Changes in test scheduling | • Administer at a time of day most beneficial to the student |