easyCBM Teachers’ Manual:

Getting the Most Out of the easyCBM Assessment System

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Getting Started: Basic Concepts

EasyCBM was designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. From the start, developers have emphasized the goal of the system to help facilitate good instructional decision-making. This project began with a grant from the federal Office of Special Education Programs in 2006, but it has continued to expand with the help of our school district partners across the state of Oregon and – more recently – across the United States.

In the fall of 2009, there were over 20,000 registered users on the site, spread out across the 50 states.

The assessments on the system are what is known as CBMs, standardized measures that sample from a year’s worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. The CBMs on the easyCBM system are often referred to as ‘next-generation CBMs’ because we used an advanced form of statistics, Item Response Theory (IRT) during measurement development to increase the sensitivity of the measures to monitoring growth while at the same time increasing the consistency of the alternate forms of each measure type.

At each grade level, alternate forms of each measure type are designed to be of equivalent difficulty, so as teachers monitor student progress over time, changes in score reflect changes in student skill rather than changes in the test forms.

The reading tests include measures of Alphabetic Principle (Phoneme Segmenting, Letter Names), Phonics (Letter Sounds), Fluency (Word Reading Fluency, Passage Reading Fluency), Vocabulary, and Comprehension (Multiple Choice Reading Comprehension). These measures are based on the “Big Five” from the National Reading Panel.

The math tests are based on the National Council of Teachers of Mathematics (NCTM) Focal Point Standards in Mathematics and include three test types per grade (aligned with the NCTM Focal Points for each grade level). Each of the math tests is comprised of 16 items.

We have two different versions of easyCBM: one designed for school- or district-wide adoption; the other designed for individual teacher use.

Our District easyCBM system has both Benchmark/Screener tests and Progress Monitoring measures. The Benchmark tests are designed for use three times per year (fall, winter, spring) and are limited to on-grade-level testing. The Progress Monitoring measures are designed to be used more frequently – every month (Math, Reading Comprehension), every two weeks (Word and Passage Reading Fluency), or every week (Phoneme Segmenting, Letter Names, Letter Sounds). For progress monitoring, teachers are encouraged to select the single measure type and difficulty (grade level) that will be most sensitive to showing growth for a particular student. For students whose skills are significantly below grade-
level expectations, the most appropriate measure is frequently one from a lower grade level.

The Teacher version of easyCBM is limited to progress monitoring measures (under the assumption that teachers will have access to some other form of screening information that will enable them to identify students most in need of progress monitoring.

**District or Teacher easyCBM: Which is Right for Your Needs?**

<table>
<thead>
<tr>
<th>Features</th>
<th>Teacher Version</th>
<th>District Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed for use in an RTI framework</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Progress monitoring measures, K-8, in reading and mathematics</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Teacher-level access to a single class</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Includes online training videos on test administration and scoring</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Individual student progress graphs</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Intervention lines drawn on graphs automatically when intervention information is added by teacher</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Group graphs with information about whole-class performance</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Individual teacher types in student names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralized upload of student and staff information</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Intended for individual teacher use, where no other staff member needs access to the data</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Intended for systems-level use, where other staff members need access to the data for data-team, SST, IEP, etc. meetings</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Building-level access to all classes in the school</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>District-level access to all classes in the district</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Grade-level graphs with information about whole-grade performance</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Sortable student rosters, organized by grade and class, color-coded to indicate ‘risk level’) after each benchmark assessment</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Assessment results can be downloaded from the easyCBM system for upload to district data system</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Designated benchmark/screener measures, K-8, in reading and mathematics</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Cost</td>
<td>Free</td>
<td>$1 per student</td>
</tr>
</tbody>
</table>
Specific Information about the Math Tests

The math tests on easyCBM were developed to assess students’ mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics Focal Point Standards. They are designed to focus more on students’ conceptual understanding than on their more basic computational skills.

Like all measures on easyCBM, alternate forms of each math test are designed to be of equivalent difficulty, so you can track progress students are making from the initial benchmark assessments, through their progress monitoring tests every month or so, and throughout the year with the subsequent benchmark assessments.

During the benchmark testing window, students take sub-tests covering all three focal point standards from their grade level. In between the benchmark testing windows, teachers can select a single focal point standard to use for monitoring progress or can draw from across the different focal points at that grade level. The math tests from a given focal point should be used no more than once every 3 weeks for monitoring progress. If you want to monitor progress weekly, please cycle through the different focal points, so each one gets tested every 3 weeks.

Items on the math tests increase in difficulty from Item 1 through Item 16, with one exception. On every test, Item #5 is actually the most difficult item (based on our pilot studies of the items). Item #16 is actually the fifth-easiest item. We made the Item 5 / Item 16 substitution on each form to provide teachers with additional information. If a student gets Item 6, 7, and 8 correct but misses Item 16, it is likely that they simply stopped trying by the end of the test, since the last item should be easier than the items that come before it.

For students in Kindergarten and First Grade, the math items that have words in the question itself come with a ‘read aloud’ option. Students can click on a speaker icon and have the math item read aloud to them. For this reason, it is important that you have headphones available in the computer lab when testing Kindergarten and First Grade students.

These math items have been under development for two years. They were written by teachers with both special and general education training and have been piloted across the country with students from a variety of backgrounds. They have undergone review by researchers at the University of Oregon and have been checked carefully for typographical errors. It is important to note, however, that the measures are being used for the first time in 2009. Thus, we will not have complete percentile rank and cut score expectations for these tests until the end of the 2009-2010 school year. As the data become available, we’ll be adding this information to the website this year.
Administering and Scoring the One-On-One Measures

To learn how to administer and score the individually-administered measures (Seg, LN, LS, WRF, PRF), log on to the easyCBM website and click on the Training link.

Read the information provided, watch the example videos, and then test your proficiency. You should be scored “Proficient” on each test type before you administer that type of test to students.
Standardized Administration Procedures

For all individual measures, it is important to assess in a quiet place free of distractions and noise. You will need a clipboard, stopwatch, pencil, blue place marker or cover sheet, assessor copy and student copy of the test being administered.

Letter Names (LN) and Letter Sounds (LS) – Kindergarten and First Grade

1. Place the probe marked “Letter Names Student Copy” or “Letter Sounds Student Copy” in front of the student and hand the blue marker to the student to help them keep their place.
2. Read the directions to the student exactly as written on the assessor copy.
3. As the student reads letters from the Student Copy of the test, follow along on your own Assessor Copy. Put a slash through any letter name/sound the student says incorrectly.
4. Remember that these are 60 second timed tests.
5. Start the stopwatch when the student says the first letter.
6. Place a bracket after the last letter name or sound read.

LN / LS Scoring Directions

1. If the student does not get any correct letter names / sounds within the first 3 rows, discontinue the test and record a score of zero.
2. If the student hesitates for 3 seconds on a letter, the letter is scored incorrect and the name / sound of the letter is provided to the student.
3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above the letter and it is not counted as an error.
4. If a letter or an entire row is skipped, then that letter or row is counted as incorrect.
5. Count and record the number of correct letter names / sounds in 60 seconds.

Examples:

```
r  B  s  K  j  N  p  Z  h  o  10
```

```
M  p  O  W  e  R  T  U  50
```

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**Letter Naming - Supplemental Information**

**Frequently Asked Questions:**

What about capital letters? Does the student have to say “capital P” or can he just say “p”?

He does not need to say “capital” before naming each capital letter.

What if he identifies the lower case l (L) as I?

Count it as correct.

What if the student seems confused about where he is on the line?

Point to the correct location on the probe and say, “You’re here.”

What if he skips a whole line on these timed tests?

Don’t stop him. Let him continue. Deduct the number of items on that row from the total to get the total correct.

Why aren’t the probes set in D’Nealian font?

D’Nealian font is not commonly used in most printed texts of early readers. The font used (Comic Sans) was selected because it’s features represent characteristics of common typefaces in published materials for children.

How do I prompt a student after they have hesitated for 3 seconds?

Tell them to go on to the next letter and give them the letter name.

**Letter Sounds - Supplemental Information**

**Frequently Asked Questions:**

What if the student seems confused about where he is on the line?

Point to the letter and say, “This one here.”

What if he skips a whole line on this timed test?

Don’t stop him. Let him continue. Subtract the number of words in that row from the total correct.

What if a student says the letter name for a capital ‘I’?

Since it is taught that ‘I’ by itself says ‘I’, you can accept the letter name or sound as correct.

How do I prompt a student after they have hesitated for 3 seconds?

Tell them to go on to the next sound (letter) and give them the letter sound.

9/2/09
Most Common Sounds of Single Letters and Digraphs

<table>
<thead>
<tr>
<th>Letter</th>
<th>Makes sound as in</th>
<th>Letter</th>
<th>Makes sound as in</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>(fat)</td>
<td>g</td>
<td>(quit)</td>
</tr>
<tr>
<td>b</td>
<td>(boy)</td>
<td>r</td>
<td>(rat)</td>
</tr>
<tr>
<td>c</td>
<td>(can)</td>
<td>s</td>
<td>(sell)</td>
</tr>
<tr>
<td>d</td>
<td>(did)</td>
<td>t</td>
<td>(top)</td>
</tr>
<tr>
<td>e</td>
<td>(bet)</td>
<td>u</td>
<td>(cut)</td>
</tr>
<tr>
<td>f</td>
<td>(fill)</td>
<td>v</td>
<td>(vet)</td>
</tr>
<tr>
<td>g</td>
<td>(got)</td>
<td>w</td>
<td>(wet)</td>
</tr>
<tr>
<td>h</td>
<td>(his)</td>
<td>x</td>
<td>(fox)</td>
</tr>
<tr>
<td>i</td>
<td>(sit)</td>
<td>y</td>
<td>(yes)</td>
</tr>
<tr>
<td>j</td>
<td>(jet)</td>
<td>z</td>
<td>(zoo)</td>
</tr>
<tr>
<td>k</td>
<td>(kiss)</td>
<td>sh</td>
<td>(shop)</td>
</tr>
<tr>
<td>l</td>
<td>(let)</td>
<td>th</td>
<td>(thank)</td>
</tr>
<tr>
<td>m</td>
<td>(mad)</td>
<td>wh</td>
<td>(whale)</td>
</tr>
<tr>
<td>n</td>
<td>(nut)</td>
<td>ph</td>
<td>(phone)</td>
</tr>
<tr>
<td>o</td>
<td>(not)</td>
<td>qu</td>
<td>(quick)</td>
</tr>
<tr>
<td>p</td>
<td>(pet)</td>
<td>ch</td>
<td>(chip)</td>
</tr>
</tbody>
</table>
Phoneme Segmentation (PS) – Kindergarten and First Grade

1. There is no student copy of this test, as the student is listening and responding to the words supplied by the assessor.
2. Read the directions to the student exactly as written on the assessor copy.
3. Underline each phoneme the student says correctly. (See Example Item 16.)
4. Put a slash through each phoneme the student misses. (See Example Item 17.)
5. The student is not penalized for adding extra phonemes if they are separated from the other sounds in the word. (See Example Item 19.) If the extra phoneme is added to an existing one, the segment is marked incorrect. (See Example Item 20.)
6. If the student repeats the entire word, the word is circled and no credit is given. (See Example Item 21.)
7. Schwa sounds. Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is "trick," and the student says "tu...ru...i...ku" they would receive 4 of 4 points.
8. WORD: STUDENT SAYS: SCORING PROCEDURE: CORRECT SEGMENTS:
   a. trick "tu...ru...i...ku" /t/ /r/ /i/ /k/ 4 /4
   b. cat "ku...a...tu" /k/ /a/ /t/ 3 /3
9. This is a 60 second timed test. Do all items on the page. If the student has a score of zero after the first five rows (the student simply repeats the word after it is provided, for example) stop the test and give the student a score of zero.

Examples:

<table>
<thead>
<tr>
<th>Item</th>
<th>Teacher Says</th>
<th>Student Says</th>
<th>Number Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>straight</td>
<td>/s/ /t/ /r/ /aigh/ /t/</td>
<td><em>5</em> / 5</td>
</tr>
<tr>
<td>17</td>
<td>first</td>
<td>/f/ /ir/ /sV/t/</td>
<td><em>3</em> / 4</td>
</tr>
<tr>
<td>18</td>
<td>lamb</td>
<td>/l/ /a/ /mb/</td>
<td><em>2</em> / 3</td>
</tr>
<tr>
<td>19</td>
<td>bide</td>
<td>/b/ /i/ /de/ s</td>
<td><em>3</em> / 3</td>
</tr>
<tr>
<td>20</td>
<td>soak</td>
<td>/s/ /oa/ /ks/</td>
<td><em>2</em> / 3</td>
</tr>
<tr>
<td>21</td>
<td>mess</td>
<td>/m/ /e/</td>
<td><em>0</em> / 3</td>
</tr>
</tbody>
</table>
## Phoneme Segmenting - Supplemental Information

**Setting:** one on one  
**Time:** 1 minute  
**Scoring Examples:**

<table>
<thead>
<tr>
<th>WORD:</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“t...r...i...k”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
</tr>
<tr>
<td>cat</td>
<td>“k...a...t”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

1. **Schwa sounds.** Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is “trick,” and the student says “tu...ru...i...ku” they would receive 4 of 4 points.

<table>
<thead>
<tr>
<th>WORD:</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“tu...ru...i...ku”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
</tr>
<tr>
<td>cat</td>
<td>“ku...a...tu”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

2. **Additions.** Additions are not counted as errors if they are separated from the other sounds in the word. For example, if the word is “trick,” and the student says “t...r...i...ck...s,” they would receive 4 of 4 points. If the additional sounds are connected to a sound, then that segment is counted as incorrect.

<table>
<thead>
<tr>
<th>WORD:</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>“t...r...i...ck...s”</td>
<td>/t/ /r/ /i/ /k/</td>
<td>4 /4</td>
</tr>
<tr>
<td>cat</td>
<td>“s...c...a...t”</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

3. **Articulation and dialect.** The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and he or she says /r/ /e/ /th/ /t/ for “rest,” he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

<table>
<thead>
<tr>
<th>WORD:</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>rest</td>
<td>“r...e...th...t”</td>
<td>/r/ /e/ /s/ /t/</td>
<td>4 /4</td>
</tr>
</tbody>
</table>
4. Sound elongation. The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, "rrrrreeeeesssstttt," with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 4 phonemes correct. This is a professional judgment and should be based on the student’s responses and prior knowledge of the student’s instruction. When in doubt, no credit is given.

<table>
<thead>
<tr>
<th>WORD</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>rest</td>
<td>&quot;rrrrreeeeesssstttt&quot;</td>
<td>/r/ /e/ /s/ /t/</td>
<td>4 /4</td>
</tr>
</tbody>
</table>

5. No segmentation: If the student repeats the entire word, no credit is given for any correct parts. For example, if the word is "trick," and the student says "trick" circle the word and give 0 points.

<table>
<thead>
<tr>
<th>WORD</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>&quot;trick&quot;</td>
<td>/t/ /r/ /i/ /k/</td>
<td>0 /4</td>
</tr>
<tr>
<td>cat</td>
<td>&quot;cat&quot;</td>
<td>/k/ /a/ /t/</td>
<td>0 /3</td>
</tr>
</tbody>
</table>

6. Incomplete segmentation: The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level. Use the underline to indicate the size of the sound segment. For example, if the word is "trick," and the student says "tr...ick," they would receive 2 or four points.

<table>
<thead>
<tr>
<th>WORD</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>&quot;tr...ick&quot;</td>
<td>/t/ /r/ /i/ /k/</td>
<td>2 /4</td>
</tr>
<tr>
<td>cat</td>
<td>&quot;c...at&quot;</td>
<td>/k/ /a/ /t/</td>
<td>2 /3</td>
</tr>
</tbody>
</table>

7. Overlapping segmentation: The student receives credit for each different, correct, sound segment of the word. Thus, if the word is "trick," and the student says "tri...ick," the student would receive 2 of 4 points because /tri/ and /ick/ are both different, correct, sound segments of "trick."

<table>
<thead>
<tr>
<th>WORD</th>
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</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>&quot;tri...ick&quot;</td>
<td>/t/ /r/ /i/ /k/</td>
<td>2 /4</td>
</tr>
<tr>
<td>cat</td>
<td>&quot;ca...a...at&quot;</td>
<td>/k/ /a/ /t/</td>
<td>3 /3</td>
</tr>
</tbody>
</table>

8. Omissions: The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration. For example, if the word is "trick," and the student says "tr" you must wait 3 seconds before presenting the next word (see 3 second rule).

<table>
<thead>
<tr>
<th>WORD</th>
<th>STUDENT SAYS:</th>
<th>SCORING PROCEDURE:</th>
<th>CORRECT SEGMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>trick</td>
<td>&quot;tr...(3 seconds)&quot;</td>
<td>/t/ /r/ /i/ /k/</td>
<td>1 /4</td>
</tr>
<tr>
<td>cat</td>
<td>&quot;c... (3 seconds)&quot;</td>
<td>/k/ /a/ /t/</td>
<td>1 /3</td>
</tr>
</tbody>
</table>
9. Segment mispronunciation: The student does not receive credit for sound segments that are mispronounced. For example, if the word is “trick,” and the student says “t...r...i...ks” they would receive no credit for /ks/ because there is no /ks/ sound segment in the word “trick.”

<table>
<thead>
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<tr>
<td>cat</td>
<td>“b...a...t”</td>
<td>/k/ /a/ /t/</td>
<td>2 /3</td>
</tr>
</tbody>
</table>

10. Discontinue Rule: Discontinue rule. If a student has not given any sound segments correctly in the first 5 words/rows, discontinue the task and put a score of zero (0).

Frequently Asked Questions:
How can I possibly keep track of the three-second pause before I go on?
Simply tap your fingers, one, two, and three in your lap.

How can I score this test reliably?
Read the scoring tips above, practice with the training video, and/or co-score some students with someone who is already trained and compare your results.
Phoneme Segmentation (Sub-test 2)
Pronunciation Guide

Note: Different regions of the country use different dialects of American English. These pronunciation examples may be modified with regional dialects and conventions.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ai/</td>
<td>bait, stay or make</td>
<td>/th/</td>
<td>thin</td>
</tr>
<tr>
<td>/ea/</td>
<td>bead or teeth</td>
<td>/TH/</td>
<td>then</td>
</tr>
<tr>
<td>/ie/</td>
<td>tie or sky</td>
<td>/sh/</td>
<td>shed</td>
</tr>
<tr>
<td>/oa/</td>
<td>boat or snow</td>
<td>/SH/</td>
<td>measure or beige</td>
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<td>food or new</td>
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<td>bad</td>
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<td>tap</td>
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<td>/o/</td>
<td>cod, law or tall</td>
<td>/k/</td>
<td>can and rack</td>
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<td>bat</td>
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<td>good</td>
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<td>dad</td>
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<td>cow or loud</td>
<td>/ɡ/</td>
<td>gun or frog</td>
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<td>/oɪ/</td>
<td>noise or point</td>
<td>/m/</td>
<td>man or jam</td>
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<td>chair</td>
<td>/v/</td>
<td>van</td>
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<tr>
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<td>clear</td>
<td>/s/</td>
<td>sit</td>
</tr>
<tr>
<td>/oʊ/ /r/</td>
<td>tour</td>
<td>/z/</td>
<td>zoo or nose</td>
</tr>
<tr>
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<td>/ɹ/</td>
<td>rat or frog</td>
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<td>lap</td>
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<td>hot</td>
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<td>yell</td>
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</table>
Word Reading Fluency (WRF)– Kindergarten through Third Grade

1. Place the student copy marked “Word and Sentence Reading” in front of the student. Begin with Word Reading then move on to Sentence Reading.
2. Read the directions to the student exactly as written on the assessor copy.
3. Put a slash through any word the student misses. You may want to use a cover sheet to reveal only the words in the row or sentence the student is reading. If the student is unable to read any words in the first three rows, discontinue the test. Note this on the test. This is a 60 second timed test.
4. Start the stopwatch when the student says the first word as you begin each test.
5. Place a bracket after the last word read.

Word Reading Scoring Directions

1. If the student does not get any words correct within the first three rows, discontinue the test and record a score of zero.
2. If the student hesitates for three seconds on a word, the word is scored incorrect and the word is provided to the student.
3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above the word and it is not counted as an error.
4. If a word or an entire row is skipped, the assessor should help the student find his/her place. This would not be counted as an error if the student reads the word correctly.

Errors are marked by putting a slash through any missed words.

Examples:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>the</td>
<td>or</td>
<td>will</td>
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<td>of</td>
<td>about</td>
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<td></td>
<td></td>
<td>number</td>
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<tr>
<td></td>
<td></td>
<td>no</td>
</tr>
</tbody>
</table>
Passage Reading Fluency (PRF) – First Grade through Eighth Grade

1. Read the directions to the student exactly as written on the assessor copy.
2. Go over all proper nouns in the passage before beginning the timing.
3. This is a one minute timed test.
4. Begin timing when the student says the first word of the reading passage.
5. Place a bracket after the last word read.
6. If the student does not read any words correctly in the first line of the first passage, discontinue the task and record a score of zero.
7. If a student does not supply a word within 3 seconds, the word is provided and the error is marked with a slash through the word.
8. Omitted words are scored as incorrect and marked with a slash through the word.
9. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect.
10. If the student makes an error then self corrects within 3 seconds the assessor writes “SC” above the word and it is not counted as an error.
11. Inserted words are ignored and not counted as errors.
12. At the end of the test, the assessor should fill in the spaces indicating Total Words Read, Errors, and Total Correct Words.
Administering the Online Measures

The Math, Reading Comprehension, and Vocabulary (benchmark only – not available on the Teacher version of easyCBM) measures are intended to be administered to students on computer. If you are using the District version of easyCBM, these measures will automatically appear in the list of possible tests for your students to select during the benchmark testing window your district has set.

Students will log on to the easyCBM website using your district easyCBM URL.

They will type in their teacher's username.
They will then select their name from a drop-down list, and choose the test they will be taking that day.

![Image of easyCBM interface](image)

The computer will load the test automatically and will score the answers as the student provides them. As soon as students have finished the test, their scores will appear on the teacher report pages.

**Considerations for Online Test Administration**

Before students begin their tests, please check to be sure they have selected their correct name from the drop-down list. If they choose someone else’s name, have them go ‘back’ and select their own name.

During the test, please walk around the room to monitor for cheating and to help ensure a quiet and appropriate testing environment.

Please remember that if a student’s IEP allows them to have accommodations during testing, those accommodations should be provided when they are taking the easyCBM assessments.

During the math tests, please do **not** allow students to use a calculator (unless their IEP stipulates this as an accommodation). Please **do** have scratch paper available for them during the test.

If students run out of time, the computer will remember where they left off and will return them to the same item when they log back on to the site.
Online Reading Measures- Supplemental Information

Reading Comprehension (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 open back up it will take them back to where they left off.

• Allowable accommodations are the same as allowed on the OAKS assessment NOTHING MAY BE READ TO THE STUDENTS (STORY, QUESTIONS, OR POSSIBLE ANSWERS)

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. This is a reading comprehension test, not a listening comprehension test. You may only provide allowable accommodations as listed on the table in the front portion of this packet (ODE accommodation table).
Setting: Group
Materials: Computer with Internet access.
Time: 30-40 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. This test is designed to assess comprehension of reading vocabulary. We are testing to determine if the student can read the word independently and comprehend its meaning.

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 Measures (Grades 2-5 online)-
Supplemental Information

• 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 16. There are 16 problems for each measure.

*Students may have words in the questions or answers read to them (NO reading of numbers or symbols) the same with OAKS. Students MAY NOT use calculators, manipulatives are allowed.

Setting: Group
Materials: Computer with Internet access.
Time: 30-45 minutes
Administration Directions: “Select the best answer for each of the math problems. You may use scratch paper, or write in your test booklet, but may not use a calculator.”
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 15-30 minutes for most students to complete)

Frequently Asked Questions:
Can students use calculators on the easyCBM math tests?
No. The tests were not normed with students being able to use calculators. Students may use scratch paper or manipulatives if they choose.
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.
Accessing the Reports

The easyCBM system gives you several different reports. The first is the Benchmark Report. This information becomes available once students have taken the Benchmark Assessment. It is color-coded to indicate how students’ scores compare with their peers, with red indicating students who need the most help, yellow indicating those who need the next most help, and green indicating those who are scoring well above grade-level expectations.

![Benchmark Report Table]

You can sort this list from low score to high score (and high score to low score) by clicking on the column header at the top of the list. You can sort by Percentile (a combination of their percentile rank across all measure types they took) or by individual measure type.

The second type of report is the Group Report. When you select this report, you have access to detailed information about a specific test your students have taken. To get to the report page, simply click on the name of a test that your students have taken, then scroll down the page to get to the report that will have opened down below the list of tests.

The first piece of information you will see gives you a visual of how heterogeneous your classroom is. If students ‘clump together’ in similar skill groupings, it is likely you can effectively meet their instructional needs with whole-class instruction. When you have one or a few students who score significantly lower (or higher) than their peers, you may need to investigate opportunities to differentiate instruction to better meet their specific skill-based needs.

Underneath the bar chart, you will see an Item Analysis list. For all the tests with individual item scores (math, comprehension, etc.), this list provides you with additional information specific to your class. It will tell you the specific assessment objective for each item on the
test and lists the items from those your students found easiest, to those your students found most challenging.

You can use this information to help guide your decision-making in terms of what areas to focus on instructionally.

For the students whose progress you are most concerned about, you can access individual student progress graphs. These graphs track the students’ scores over time and include both benchmark and progress monitoring data for each test you have administered. The Intervention Line is easy to add – simply click on the Intervention link and type in the specific intervention you are providing to that student. This information will be very helpful for parent conferences, SST meetings, and IEP reviews.
How Do I Know Which Progress Monitoring Measure to Use?

The EasyCBM assessments are built on a scale of progressive difficulty, with each grade level becoming more challenging, and each measure type within a grade level also 'stair-stepping' up in difficulty. For our 6th grade student, you have the following tests to select from: Multiple Choice Reading Comprehension (which will give you information about that student's skill in literal, inferential, and evaluative comprehension) and Passage Reading Fluency (which will give you information about the student's ability to read aloud narrative text with accuracy).

You would begin by administering the on-grade-level measures of Passage Reading Fluency and MC Comprehension to that student. Once the scores are in the system, you would look at the student's graph -- if her score falls above the 50th percentile line, then you can with pretty good confidence say that 'this particular skill area is not the issue'. If her score falls between the 10th and 50th percentile, then you can with pretty good confidence say 'this particular skill is an area of weakness' AND, you can select that measure to use for progress monitoring.

If her score falls below the 10th percentile, then you know: (a) there may be reason to suspect an even earlier skill deficit (in this case, maybe the student has never mastered phonics, so the Letter Sounds measure would be the most appropriate to use for monitoring progress WHILE AT THE SAME TIME ENSURING THAT THE STUDENT IS BEING INSTRUCTED IN PHONICS; (b) if the subsequent test of letter sounds (available on the K and Grade 1 tabs on EasyCBM) indicates that the student is at or above the 50th percentile in that skill area, then the issue is probably not one of basic phonics, but is, instead, indicative of a need for additional fluency-building work, but at an earlier grade level (to firmly establish sight words). If the student scored well below the 10th percentile on the 6th grade fluency measure, you would probably want to drop 2 grades (to 4th grade) -- hopefully, you would then get a score that would fall between the 10th and 50th percentile lines -- this is the range at which the measures on EasyCBM are most sensitive to growth / most appropriate to use. If her score was right at or just below the 10th percentile on the 6th grade measure, you could bump her down to the 5th grade one instead.

The goal is twofold: to figure out what underlying skill deficit might be leading to the student's 'not proficient' score on the state test and to identify the appropriate measure to use to monitor the student's improving skill as he/she receives targeted intervention / instruction aimed at addressing those skill deficits.

In all cases, you want to get the student up to the most challenging grade-level tests you can, as quickly as you can, but each student's trajectory is likely to be slightly different (it will depend on his/her level of initial skill / underlying skill deficits; the intensity of intervention provided to him/her; his/her ability to benefit from that particular intervention (as well as motivation to improve); attendance (a student must be present to benefit from instruction), etc.
For a 6th grader who needs to go all the way back to intensive instruction in phonics (Letter Sounds), it is unlikely you'll be able to make up all the ground you need to get her to on-grade-level comprehension by the end of the year, but you can certainly make good progress toward that goal, with the intention to continue to make progress in grade 7, etc.

Letter Sounds / basic phonics is a skill area that you should be able to see dramatic improvement in with intensive intervention in a matter of weeks for older students (again, though, this assumes intensive and appropriate instructional intervention to ensure the student gains the skills he/she missed). Ideally, you’d like to see an older student (grade 2 and above) move from 10th percentile to 50th on the Letter Sounds measure in a month’s time or less.

Building fluency takes longer, but average growth is about 6 words per week... for students who are far behind their peers AND who are receiving instructional interventions specifically targeting fluency building (repeated readings, choral readings, reading aloud to younger kids / parents / mentors, etc.), you would like to see the rate of growth exceed 6 per week (otherwise, the student is not 'catching up', merely maintaining the existing gap).

The idea if you dip down to an out-of-grade-level fluency measure is to bump the student up to the next grade level up as soon as he/she hits the '50th percentile mark' -- If you start a 6th grader on the grade 2 PRFs, she would hopefully be ready after 4 or 6 weeks of intensive fluency building work (designed to reinforce phonics for unfamiliar words and to move additional words into her sight vocabulary through repeated exposure) to move to the grade 3 PRFs, a month or 6 weeks later, on to grade 4, and so on.

Once a student is reading fluently at grade level (50th percentile mark on grade-level PRF measures), he/she probably has sufficient fluency skill to be able to start focusing more on comprehension. Until he/she is at that threshold, it’s likely that too much 'brain power' is being used to decode unfamiliar words and hold them in working memory to be able to attend to the 'bigger picture' of actual comprehension, except at the most literal level. Once a student is able to read more fluently, she is able to focus on making meaning from the words in the text and begin to focus on inferential and evaluative, as well as literal, comprehension.

What if I Don’t See Student Growth?

A lack of growth could have several causes. Each of the different forms of each measure is designed to be of equivalent difficulty, so you would expect to see growth from one test administration to the next if students are, indeed, making growth. That said, each measure has an optimal range of ability it is designed to measure. Take a moment to look at the group reports for the measure you’re talking about. If you are administering these measures to enough students, you should be able to see a pretty nice 'normal curve' looking distribution on the most recent measure. If the scores are 'clumped' either toward the Left (the tests are too hard for the students) or toward the Right (the tests are too easy for the
students -- there's no 'room' for them to show growth), then you should probably consider using a different measure.

For instance, if we are looking at 3rd grade students, if the Word Reading Fluency tests are too easy, move to the Passage Reading Fluency measures. If the Passage Reading Fluency measures are too easy, move to the Comprehension measures. It's likely that the Comprehension measures are going to be pretty challenging -- they're designed to be the most challenging of all the measures at each grade level. So, if you're specifically talking about not seeing any growth on those measures, it's important to keep in mind that a jump of 1 or 2 points would actually be pretty significant on that particular test.

That said, it's important to remember that there is a certain amount of unreliability around every score (whether it be Correct Words Per Minute on a Word Reading or Passage Reading test or # of correct answers on a Multiple Choice Comprehension test). Sometimes, students have bad days / good days... sometimes students may be more interested in the passage being read, etc.

But, if you don't see growth over a longer period of time, this is definitely something to be a bit concerned about and may require some close examination of what instruction / curriculum the students are focusing on. It may be that the students have not actually made any more progress in the skill area a particular test is designed to measure... they wouldn't really be expected to unless their classroom experiences were focusing on those skills. In the case of the Word and Passage Reading Fluency measures, classroom instruction / curriculum that emphasizes increasing students' oral reading fluency skills should result in increased scores on these measures. If, however, instruction has focused on building understanding of literary devices or elements of literature, a growth in fluency would not be expected.

One of the most powerful features of this EasyCBM system is its ability to give teachers an opportunity to track progress -- or lack thereof -- quickly and make adjustments to the curriculum / instruction accordingly rather than waiting for the state assessment yearly score (which arrives too late to be very helpful). If you don't see much progress across three or more times of measurement, use that information to help guide discussion about instruction.
Frequently Asked Questions

1. How do I "Group" my students?

Sometimes, it is helpful to have sub-sets of your students grouped together so you can see how the whole group is doing when looking at the Group reports. When teachers work with multiple classes throughout the day or have students assigned to different levels of tiered instruction, this feature is particularly relevant.

Students can be put into groups in the "Students" section of easyCBM. Create a new group by clicking the Add Group button, then assign students to that group by marking their corresponding checkboxes.

Ideally, you should only put students into the same group if you want all of them to take the same measures. This means that if you have a particular student who is the only one to whom you want to assign certain measures, then she should be alone in a unique group. You can create as many groups as you'd like, and a single student can be in multiple groups at the same time. The grouping feature affects how the data are clustered in the Groups screen of the Reports page.

2. How do I interpret student scores?

Typically, student performance is compared against specific grade-level performance goals. You can download information about the goals for students at different grade levels by clicking on the link at the top of the reporting page. On this progress monitoring scores sheet, scores in red indicate below grade-level performance while scores in green indicate performance at or above grade level expectations in a particular measurement type.

Because the math measures have just been added to the system, we do not yet have performance goals / scores for students on the math tests. These will be added in the fall of 2009.

3. What sort of technical adequacy do the CBM measures in this system have?

The Progress Monitoring measures offered through EasyCBM have been designed using the most modern approaches to designing, testing, and revising student assessments. Detailed information about the design considerations and technical adequacy of each of the measures can be found in the individual Technical Reports related to each type of measure. Please click on the links below to download the Technical Reports for the measures you are interested in. Additional Technical Reports will be added as we complete analyses of the measures we continue to add.

- Early Literacy Measures: Letter Names, Letter Sounds, and Phoneme Segmenting
- Word and Passage Reading Fluency
- Passage Reading Fluency for 5th Grade
- Passage Reading Fluency for 6th-8th Grade
- Reading Comprehension
- Reading Comprehension for 2nd Grade
- Reading Comprehension for 5th Grade
- Math for 3rd Grade
- Math for 5th Grade
4. What does it mean when my students' scores seem to be going off the chart?

First, congratulations. If your students are scoring "off the chart" on a grade-level test, it means they are doing really well in that skill area! It's also important to take a close look at the measures you are assigning to these students, however. We designed the Progress Monitoring measures to be incredibly sensitive to small increments of growth over a relatively short period of time. As students gain mastery in one skill area, that particular assessment no longer provides as reliable a measure of growth as more challenging measures. Thus, if students are scoring "off the chart" on one of the easier measures available to them at that grade level, it is probably time to begin using a more challenging measure to track their continued progress in developing reading skills. Try moving to the next type of measure.

5. Why am I not seeing student growth?

A lack of growth could have several causes. Each of the different forms of each measure is designed to be of equivalent difficulty, so you would expect to see growth from one test administration to the next if students are, indeed, making growth. That said, each measure has an optimal range of ability it is designed to measure. Take a moment to look at the group reports for the measure you're talking about. If you are administering these measures to enough students, you should be able to see a pretty nice 'normal curve' looking distribution on the most recent measure. If the scores are 'clumped' either toward the Left (the tests are too hard for the students) or toward the Right (the tests are too easy for the students -- there's no 'room' for them to show growth), then you should probably consider using a different measure.

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That said, it's important to remember that there is a certain amount of unreliability around every score (whether it be Correct Words Per Minute on a Word Reading or Passage Reading test or # of correct answers on a Multiple Choice Comprehension test). Sometimes, students have bad days / good days... sometimes students may be more interested in the passage being read, etc.

But, if you don't see growth over a longer period of time, this is definitely something to be a bit concerned about and may require some close examination of what instruction / curriculum the students are focusing on. It may be that the students have not actually made any more progress in the skill area a particular test is designed to measure... they wouldn't really be expected to unless their classroom experiences were focusing on those skills. In the case of the Word and Passage Reading Fluency measures, classroom instruction / curriculum that emphasizes increasing students' oral reading fluency skills should result in increased scores on these measures. If, however, instruction has focused on building understanding of literary devices or elements of literature, a growth in fluency would not be expected.

One of the most powerful features of this EasyCBM system is its ability to give teachers an opportunity to track progress -- or lack thereof -- quickly and make adjustments to the curriculum / instruction accordingly rather than waiting for the state assessment yearly score (which arrives too late to be very helpful). If you don't see much progress across three or more times of measurement, use that information to help guide discussion about instruction.
6. What percentile should a student be scoring in on the Passage Reading Fluency measures before you move them to Reading Comprehension?

We recommend that students score at or above the 50th percentile in fluency for at least three data points before you move them to grade-level comprehension. If you are testing out of grade level in comprehension (say, testing a current 5th grade student using a 2nd grade comprehension measure because that is the student's current reading level), we recommend that the student score at or above the 50th percentile on the 2nd grade comprehension measure for at least three data points before you move him/her to the 3rd grade comprehension test.

7. Are the Reading Comprehension Measures timed?

The Comprehension measures on easyCBM are not intended to be timed. Unlike the other measures, which are all fluency based (and thus depend on a certain timing for meaningful score interpretation), the Comprehension tests target more complex skills. If students are unable to finish the test in a single setting, they can return to the test another day / time, continuing where they left off.

Most students need about 20-30 minutes to complete the Grade 2 Comprehension measures and between 40-60 minutes to complete the Grades 3 - 8 measures. Because this particular measure type takes so long, we recommend using it only every three to four weeks and scheduling it for a block of time students would normally use for independent reading type activities.

Please note that the measure is intended to be group-administered in a computer lab setting, which means the test administration can be completed quite efficiently.

8. How frequently do you recommend students take the Reading Comprehension tests?

We recommend administering the reading comprehension tests every 3 - 4 weeks -- that gives sufficient time for instruction to 'take hold' on this, the most challenging of the test types. That said, if you are testing out of grade level and administering the 2nd grade comprehension tests to an older student, you might reasonably expect his/her performance to improve more quickly on that measure, because it is easier (since it's written for 2nd graders) and is also about half as long. In this case, you might be justified in administering the measure every other week.

9. How do I know which measure to use for monitoring my students' progress?

When giving the students the very first assessment test, which measure you begin with depends, to a great extent, on what 'screener info' you already have on a child. If you are using students' state test score, for instance, to identify them as 'needing additional help', then you might look at how far below proficiency that student was, and use that as a rough guide for which test to begin with.

If you are using the EasyCBM assessments as screeners, then what you would probably do is administer a couple different tests and use the results to guide your next steps.

Say you are working with a grade 6 student. You know the student scored well below proficient on the state test in 5th grade, so you have some reason to believe she is in need of more specialized intervention.
The EasyCBM assessments are built on a scale of progressive difficulty, with each grade level becoming more challenging, and each measure type within a grade level also 'stair-stepping' up in difficulty. For our 6th grade student, you have the following tests to select from: Multiple Choice Reading Comprehension (which will give you information about that student's skill in literal, inferential, and evaluative comprehension) and Passage Reading Fluency (which will give you information about the student's ability to read aloud narrative text with accuracy).

You would begin by administering the on-grade-level measures of Passage Reading Fluency and MC Comprehension to that student. Once the scores are in the system, you would look at the student's graph -- if her score falls above the 50th percentile line, then you can with pretty good confidence say that 'this particular skill area is not the issue'. If her score falls between the 10th and 50th percentile, then you can with pretty good confidence say 'this particular skill is an area of weakness' AND, you can select that measure to use for progress monitoring.

If her score falls below the 10th percentile, then you know: (a) there may be reason to suspect an even earlier skill deficit (in this case, maybe the student has never mastered phonics, so the Letter Sounds measure would be the most appropriate to use for monitoring progress WHILE AT THE SAME TIME ENSURING THAT THE STUDENT IS BEING INSTRUCTED IN PHONICS; (b) if the subsequent test of letter sounds (available on the K and Grade 1 tabs on EasyCBM) indicates that the student is at or above the 50th percentile in that skill area, then the issue is probably not one of basic phonics, but is, instead, indicative of a need for additional fluency-building work, but at an earlier grade level (to firmly establish sight words). If the student scored well below the 10th percentile on the 6th grade fluency measure, you would probably want to drop 2 grades (to 4th grade) -- hopefully, you would then get a score that would fall between the 10th and 50th percentile lines -- this is the range at which the measures on EasyCBM are most sensitive to growth / most appropriate to use. If her score was right at or just below the 10th percentile on the 6th grade measure, you could bump her down to the 5th grade one instead.

The goal is twofold: to figure out what underlying skill deficit might be leading to the student's 'not proficient' score on the state test and to identify the appropriate measure to use to monitor the student's improving skill as he/she receives targeted intervention / instruction aimed at addressing those skill deficits.

In all cases, you want to get the student up to the most challenging grade-level tests you can, as quickly as you can, but each student's trajectory is likely to be slightly different (it will depend on his/her level of initial skill / underlying skill deficits; the intensity of intervention provided to him/her; his/her ability to benefit from that particular intervention (as well as motivation to improve); attendance (a student must be present to benefit from instruction), etc.

For a 6th grader who needs to go all the way back to intensive instruction in phonics (Letter Sounds), it is unlikely you'll be able to make up all the ground you need to get her to on-grade-level comprehension by the end of the year, but you can certainly make good progress toward that goal, with the intention to continue to make progress in grade 7, etc.

Letter Sounds / basic phonics is a skill area that you should be able to see dramatic improvement in with intensive intervention in a matter of weeks for older students (again, though, this assumes intensive and appropriate instructional intervention to ensure the student gains the skills he/she missed). Ideally, you'd like to see an older student (grade 2 and above) move from 10th percentile to 50th on the Letter Sounds measure in a month's time or less.

Building fluency takes longer, but average growth is about 6 words per week... for students who are far behind their peers AND who are receiving instructional interventions specifically targeting fluency building (repeated readings, choral readings, reading aloud to younger kids / parents / mentors, etc.), you would like to see the rate of growth exceed 6 per week (otherwise, the student is not 'catching up', merely maintaining the existing gap).
The idea if you dip down to an out-of-grade-level fluency measure is to bump the student up to the next grade level up as soon as he/she hits the '50th percentile mark' -- If you start a 6th grader on the grade 2 PRFs, she would hopefully be ready after 4 or 6 weeks of intensive fluency building work (designed to reinforce phonics for unfamiliar words and to move additional words into her sight vocabulary through repeated exposure) to move to the grade 3 PRFs, a month or 6 weeks later, on to grade 4, and so on.

Once a student is reading fluently at grade level (50th percentile mark on grade-level PRF measures), he/she probably has sufficient fluency skill to be able to start focusing more on comprehension. Until he/she is at that threshold, it's likely that too much 'brain power' is being used to decode unfamiliar words and hold them in working memory to be able to attend to the 'bigger picture' of actual comprehension, except at the most literal level. Once a student is able to read more fluently, she is able to focus on making meaning from the words in the text and begin to focus on inferential and evaluative, as well as literal, comprehension.

10. Why are the Reading Comprehension measures so long?

The comprehension measures on easyCBM represent the most challenging of the reading measures available on our system. They are intended to be used with students who are already reading at or above grade-level fluency standards. Students who are not yet fluent readers would be more appropriately assessed using the PRF measures (see FAQ #17 for more information).

In designing the measures, we tried to balance the desire for challenging material with the need to ensure that students could finish the tests within a single class period. Because we wanted to go beyond literal comprehension (which is simple to assess with very short passages), we needed to make the stories long and complex enough to allow for the deeper thinking involved in inferential and evaluative comprehension.

Shorter passages, although appealing to many teachers, would not allow for the depth of questions we needed to include so the measures would be useful for students working on higher order comprehension skills. Because of their length, however, we recommend that people limit the frequency with which they administer the comprehension measures to once every 3 to 4 weeks.

11. Why can't I find an answer key for the comprehension measures?

The comprehension measures on easyCBM are designed to be taken online, where the computer automatically scores each response and then provides an analysis of how your students are doing in mastering the different types of comprehension (literal, inferential, evaluative) as well as graphing their performance on their progress monitoring charts.

Because having the individual item level responses is a key part of getting the most useful information from the assessment system, we do not provide an answer key for these tests. Teachers have two options for having the tests scored. The recommended route is to have your students take the tests online. This is definitely the most efficient way to administer them. If you prefer to have students use a paper version while they are taking the test, you can print out paper copies for them to use. For teachers without access to student computers, you can have students take the tests on paper, then hand-enter their responses, one by one, using the Student Log In interface on the easyCBM system. However, you should note that this will be much more labor intensive and prone to error than having the students take the tests online.
Frequently Asked Questions About the EasyCBM

The following is a list of the questions we commonly hear from Teachers, Parents and Administrators about easyCBM.

What is a percentile?
A student’s percentile score shows the percentage of other test takers that scored a lower or equal score. For example, a student who was ranked in the 90th percentile scored equal to or better than 90% of their grade level peers. This is different than percentage, which indicates the number of items a student scored correctly out of a certain total. For example, a student may have scored 18 out of 20 (90%) on the easyCBM Reading Comprehension test, but have a percentile ranking at the 80th percentile. This indicates the student scored better than 80% of their 4J peers on that measure, which gives better information as to the student's relative standing.

How can a student that scored 100% on the district math test be placed in the 92nd percentile in the easyCBM system?
Percentiles in easyCBM are calculated in association with z-scores. These are calculated based on an average score within a distribution and also take into account the standard deviation of the distribution of scores. When students get 100% on the test, and the percentile is at the 92nd, this tells us two things - the average score for the district is high, and the variability of scores is not very high - in other words, many students did quite well. This happens more when there aren't a lot items and at the end of the year - the hard work pays off. Essentially, the distribution of scores "groups" kids, and if there are many kids clustered at the top, the top percentile will be below the 99th.

Why does a student seem to be developing academically, but their percentile score has not improved?
Percentiles are not static, and they often do not provide an adequate measure of academic growth. A student could show solid growth in terms of raw scores, but little percentile growth, as percentiles are also based on how all other grade-level students have done.

Once the first year of data has been processed, will we be able to use normed benchmarks?
Beginning in Fall 2009, there will be Fall, Winter, and Spring benchmarks available for use with the reading assessments. These will be fixed points (based on when final scores line up in a normal distribution for this year), per grade level that essentially say, "students should be at this point at this time of the year."

How can we measure academic growth using easyCBM?
Growth can be looked at in a couple of ways. A common measure of growth is to look at the students' raw score. For example, a student may have started the
year reading 70 correct words per minute in Passage Reading Fluency and ended the year reading 100 correct words per minute. A preferable way to look at growth is through the use of benchmarks. Having benchmarks enables schools and families to be able to know if a student is at, above, or below grade level targets at certain points, and in specific areas throughout the year. In terms of growth, benchmarks will enable teachers to say things like, "this student was below benchmark in comprehension at the beginning of the year, but is now at benchmark because of a certain intervention or change in instruction." As a school, a measure of growth could be "we had 50% of our 3rd graders at benchmark in fluency in Fall and 80% at benchmark in Spring." This is both quantifiable and at the same time, understandable.

**Is easyCBM nationally normed?**
EasyCBM is not nationally normed, it is a locally normed assessment based on the performance of 4J students.

**We already have OAKS, why do we need another test?**
OAKS is a criterion referenced, summative assessment that tests students' knowledge of content standards established by the Oregon Dept. of Education. EasyCBM is a formative assessment that is more diagnostic in nature than OAKS, and gives information regarding specific skills related to reading and math. This data can be used to chart student progress over time in relation to these specific skills, and also can give schools information that can be useful in terms of providing interventions for students or differentiating their instruction in the classroom.