

Technical Report #1223

The Development of the easyCBM CCSS Reading Assessments:

Grade 5

Julie Alonzo

Bitnara Jasmine Park

Gerald Tindal

University of Oregon



behavioral research & teaching

Published by

Behavioral Research and Teaching
University of Oregon • 175 Education
5262 University of Oregon • Eugene, OR 97403-5262
Phone: 541-346-3535 • Fax: 541-346-5689
<http://brt.uoregon.edu>

Note: Funds for this data set used to generate this report come from a federal grant awarded to the UO from the Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD). Institute for Education Sciences. H327A070188. Budget \$1,525,552 from 2007-2011.

Copyright © 2012. Behavioral Research and Teaching. All rights reserved. This publication, or parts thereof, may not be used or reproduced in any manner without written permission.

The University of Oregon is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. This document is available in alternative formats upon request.

Abstract

In this technical report, we document the development and piloting of easyCBM reading measures aligned to the Common Core State Standards, designed for use in screening students at risk for reading difficulty and monitoring their progress as they develop reading skills. The measures, which assess students' ability to respond to multiple-choice reading comprehension questions, were designed with the specific needs of students classified as "persistently low-performing". Sub-tests include *Read to Perform a Task*, *Informational Text*, and *Short Literary Text*, organized together into a comprehensive Common Core Reading Assessment. We begin this report by introducing the student population for which these measures were originally developed. Then, we describe the two main approaches used in the development of the measures, with a focus first on content validity and then on the psychometric properties underlying the creation of comparable alternate forms. We include the results of our Item Response Theory (IRT) modeling used during test development. For ease of reference, we present the results for each grade level's analyses in its own technical report yet repeat the introductory sections across all technical reports in this series, as the development process and the research base on which these assessments were developed does not vary by grade.

easyCBM CCSS Reading: Grade

The Development of the easyCBM CCSS Reading Assessments: Grade 5

(Technical Report No. 1223)

As data-based decision making and Response to Intervention (RTI) gain popularity, the need increases for reliable measures of reading proficiency appropriate for use with students who struggle in that construct. Although fluency-based measures have a long-standing tradition of successful application in school settings, few would argue that it is enough to be a *fluent* reader; to be a competent reader, one must also be able to comprehend the material one is reading. Thus, there is an increasing call for direct measures of comprehension, particularly measures that assess students' ability to understand and interpret a variety of texts (including non-fiction and graphics-based text display). The call for states to move toward adopting the Common Core State Standards (CCSS) in literacy—standards which specify that students demonstrate facility with a variety of text types—prompted us to develop these measures with two goals in mind. First, the assessments must reflect the type of reading called for in the CCSS. Second, the measures must be appropriate for use with a wide range of students, with a particular emphasis on students who struggle in the area of reading. Our focus with the measures discussed in this technical report was on creating measures appropriate for use with students who are significantly under-performing in the area of reading when compared to their same-grade peers.

Persistent Low-Performers

The *Improving the Academic Achievement of the Disadvantaged; Individuals With Disabilities Education Act* (IDEA) specifies that approximately 20% of students with disabilities might most appropriately be assessed based on grade-level content standards but modified academic achievement standards. This subgroup of students with disabilities, sometimes referred to as the 2% student population in acknowledgment that they would make up roughly 2% of the

easyCBM CCSS Reading: Grade

student population as a whole, are most likely students with disability categories that are not listed in the IDEA. Students in the 2% population are generally found to not respond to interventions persistently (McMaster, Fuchs, Fuchs, & Compton, 2005, Torgensen, Alexander, Wagner, Rashotee, Voeller, & Conway, 2001). Providing persistently low-performing students with appropriate assessments is important because assessments that are too challenging may demonstrate a floor effect, simultaneously reducing students' motivation to continue to try on future assessments, whereas assessments that are not sufficiently challenging may not provide information useful to educators when making instructional decisions for these students.

The easyCBM CCSS reading assessments are intended to provide educators with accessible measures to assess students' reading comprehension. As part of the suite of reading assessments available on the online easyCBM learning system (Alonzo, Ulmer, Tindal, & Glasgow, 2006), the easyCBM CCSS reading measures are designed to provide a bridge between the easyCBM Passage Reading Fluency (PRF) measures and the lengthier and more cognitively challenging easyCBM Multiple Choice Reading Comprehension (MCRC) measures. They were developed to include both benchmark / screening and progress monitoring assessments.

Universal Design for Assessments

Assessments that are universally designed encourage testing conditions that are accessible and fair to a wide range of students. Some considerations taken into account when designing assessments that are universally designed include: (a) measuring true constructs while eliminating irrelevant ones, (b) recognizing the diversity of the test-taker population, (c) providing texts that are concise and clear, (d) having clear format and visual information, and (e) the ability to change formatting without compromising the meaning or difficulty of the assessment. Universally Designed assessments aim to provide valid interpretation of all test-

easyCBM CCSS Reading: Grade

takers' abilities and skills, including those with disabilities (Johnstone, Altman, & Thurlow, 2006).

The measurement development team followed guidelines for using Universal Design elements in assessments as recommended by the NCEO (Johnstone, Altman, & Thurlow, 2006). The team also utilized the Test Accessibility and Modification Inventory (TAMI) (Beddow, Kettler, & Elliott, 2008). These tools were used to enhance accessibility and fairness measuring reading skill of our target test-takers.

Common Core State Standards

These assessments are designed to address the Common Core State Standards for reading in Literature, Informational Text, and Literacy in Science and Technical Subjects (retrieved April 2, 2012 from <http://www.corestandards.org/>). The *Literary Text* sub-tests assess students' ability to understand key ideas and details and identify elements related to craft and structure that contribute to their ability to discern the meaning of a wide range of text types varying in complexity. The texts include stories, short dramas, and poetry. The *Informational Text* and *Read to Perform a Task* sub-tests present students with a wide range of non-fiction text, varying in complexity, and require students to demonstrate their ability to understand key ideas and details and identify elements of the writing craft and structure that contribute to the meaning of the text. Texts for these sub-tests are drawn from a variety of content areas, and include biographies and autobiographies, history, social studies, science, and the arts; as well as technical texts, including directions, forms, and information displayed in graphs, charts, or maps on a range of topics.

Methods

Instrument Development

The easyCBM CCSS Reading assessments were written by a team of educators with

easyCBM CCSS Reading: Grade

experience teaching students in the grade levels for which the tests were intended to be used and particular expertise working with struggling readers. All item writers received training on Universal Design for Assessment, item development, and the content standards to which the assessments are aligned. After they had received their training, item writers worked independently, writing stories and informational text passages to be used for the *Literary* and *Informational Text* sub-tests and sketching out graphics to be used for the *Read to Perform a Task* sub-tests. A graphic artist was hired to render the graphics in a format that would enable them to be delivered by computer. Item writers also wrote five selected-response questions for each of the passages / graphics they created. Each question was targeted to address a specific content standard related to reading proficiently at the grade level for which the assessment was intended. Each question was followed by three possible answer choices. Item writers were instructed to create one correct answer and two plausible distractors for each item. Item writing took place during 2010 and 2011.

All passages / graphics files and selected-response questions and answer options were loaded to a secure database, where they then underwent a detailed review. Every item was reviewed by a group of 3 – 5 members of the research team with training in measurement and assessment development. During the review, the research team checked each item for potential bias, appropriateness for students in the intended grade level, and adherence to the principles of Universal Design for Assessment. Revisions were made directly to the database when needed, and the complete set of items, numbering 900 per grade, grades 3 – 8, were deemed ready for empirical testing in the fall of 2011.

Item Piloting

Items were piloted in November – December, 2011 in convenience samples of students

easyCBM CCSS Reading: Grade

whose teachers signed up to participate in the item piloting via the easyCBM online assessment system. No financial incentives were provided for participating. Participants included students from the states of Oregon, Washington, Montana, Florida, Texas, Illinois, California, and Wisconsin. Teachers were asked to include the full range of students in their classes in the piloting, including students with disabilities and English language learners. To ensure anonymity of student and teacher participants, no demographic or other identifying information was collected from participants.

During item piloting, a specialized website was developed to provide easy access to the items for teachers and their students. Teachers were given a secure URL and were instructed to have their students log on to the website and select the grade level in which they were currently enrolled. Upon selecting their grade, students were presented with a series of 25 assessment items, clustered into five sub-tests, each with a prompt (text or graphic), followed by five multiple choice questions. Common items across all test takers at a given grade level enabled us to scale all 900 grade-level items concurrently, although no student completed any more than 25 items during the item piloting. To ensure adequate numbers of students for scaling each item and to reduce the potential for a “class effect” whereby students in a given class might all be presented with particularly easy or difficult item sets, the computer system randomly assigned students to subtests.

Item piloting took place entirely online, with students reading the passages / graphics and selecting the answer they thought was most correct directly on the computer. Data were captured automatically each time a student responded to a question. Students had the option to go back and change an answer on a particular sub-test, but were unable to do so once they had moved on to the next sub-test, with its set of five questions.

easyCBM CCSS Reading: Grade

Data Analysis

Data from the item piloting were analyzed using Item Response Theory, where each passage / graphic and its accompanying five questions was treated as a testlet, in recognition of the nested nature of the data. Based on results of this piloting, passages / graphics and their accompanying questions were organized into assessments consisting of two *Literary Text* sub-tests, two *Informational Text* sub-tests and one *Read to Perform a Task* sub-test. In all, ten such tests were created to be used for progress monitoring and three to be used for benchmark / screening (fall, winter, and spring).

Results

Tables 1-10 indicate the specific items included on each progress monitoring form of the assessment, along with the standards addressed by those items and results of the IRT analysis. IRT information provided includes: the IRT *Measure* (a rough indication of the “difficulty” of the items: zero indicates an item with estimated *average* difficulty, a measure less than zero indicates *below average* difficulty, while a measure greater than zero indicates *above average* difficulty); *Count* (number of students whose responses were included in the analysis); *Error* (Standard Error); *Mean Square Outfit*, and *Discrimination*. Tables 11 – 13 present this same information, but for the Benchmark assessments. Table 14 presents this information for the items not currently placed into any of the test forms.

Table 1
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_1 = 0.11

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55761 to 55765	-1.17	55	0.45	2.17	0.53

Table 1 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55716 to 55720	0.80	59	0.44	0.52	1.07
1	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55026 to 55030	-0.77	56	1.06	9.90	-1.11

Table 1 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55161 to 55165	2.07	60	0.37	1.07	0.93
1	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55561 to 55565	-0.38	2940	0.05	0.63	1.14

Table 2
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_1 = 0.07

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.	55576 to 55580	-1.24	59	0.31	0.34	1.68
2	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	55581 to 55585	0.61	55	0.51	0.98	1.06
2	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55256 to 55260	-0.82	54	0.43	2.12	0.49

Table 2 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine the author's purpose, and relate it to specific details in the text.	55616 to 55620	1.76	58	0.30	0.81	1.17
2	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55246 to 55250	0.05	57	0.24	2.32	0.31

Table 3
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_3 = -0.02

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55626 to 55630	-1.25	52	0.35	0.73	1.21

Table 3 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55216 to 55220	0.51	57	0.36	1.26	0.93
3	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55841 to 55845	-1.38	58	0.46	0.69	0.93

Table 3 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55301 to 55305	1.73	56	0.49	1.21	0.77
3	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55111 to 55115	0.31	55	0.21	2.20	0.07

Table 4
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_4 = -0.18

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
4	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text.	55036 to 55040	-1.30	56	0.38	1.45	0.75
4	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.	55851 to 55855	0.48	58	0.38	0.63	1.15

easyCBM CCSS Reading: Grade 5

Table 4 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
4	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55251 to 55255	-1.99	58	0.44	0.77	1.05
4	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55436 to 55440	1.57	58	0.37	0.62	1.24
4	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55786 to 55790	0.32	58	0.28	1.18	0.93

Table 5
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_5 = -0.36

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55221 to 55225	-1.35	57	0.68	1.25	-0.25

Table 5 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55131 to 55135	0.37	56	0.44	0.79	1.08

Table 5 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55571 to 55575	-2.45	58	0.70	1.15	0.52

easyCBM CCSS Reading: Grade 5

Table 5 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55481 to 55485	1.17	58	0.34	0.51	1.34
5	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55336 to 55340	0.48	58	0.25	2.16	0.21

easyCBM CCSS Reading: Grade 5

Table 6
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_6 = -0.49

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55086 to 55090	-1.35	57	0.41	0.65	1.26

Table 6 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy). Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.	55536 to 55540	-0.07	59	0.40	0.43	1.28
6	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55121 to 55125	-2.62	56	0.30	0.49	1.43

easyCBM CCSS Reading: Grade 5

Table 6 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55386 to 55390	1.10	58	0.45	0.71	0.96
6	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55471 to 55475	0.50	58	0.30	1.50	0.48

easyCBM CCSS Reading: Grade 5

Table 7
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_7 = -0.28

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
7	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.	55396 to 55400	-1.43	57	0.66	0.97	1.03
7	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.	55756 to 55760	1.19	58	0.33	1.04	1.01

Table 7 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
7	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55701 to 55705	-2.95	59	0.32	0.53	1.42
7	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55076 to 55080	1.09	56	0.38	1.83	0.38
7	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55516 to 55520	0.69	58	0.24	1.57	0.55

easyCBM CCSS Reading: Grade 5

Table 8
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_8 = -0.41

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
8	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55401 to 55405	-1.63	57	0.37	0.96	0.91
8	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.	55126 to 55130	1.21	57	0.55	1.59	0.85

Table 8 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
8	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55881 to 55885	-3.50	58	0.44	1.11	0.77
8	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55431 to 55435	1.09	59	0.30	1.02	0.88
8	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55201 to 55205	0.80	56	0.23	1.56	0.62

Table 9
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_9 = -0.47

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55306 to 55310	-2.00	56	0.34	0.64	1.25
9	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55801 to 55805	1.39	55	0.47	1.68	-0.13

Table 9 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55296 to 55300	-3.59	53	0.54	0.51	1.21
9	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55341 to 55345	0.72	55	0.48	1.09	0.95
9	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55696 to 55700	1.13	57	0.29	2.14	-0.23

easyCBM CCSS Reading: Grade 5

Table 10
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 5_10 = 0.33

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55176 to 55180	-2.08	56	0.29	0.90	0.92

easyCBM CCSS Reading: Grade 5

Table 10 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55171 to 55175	1.74	59	0.94	0.47	1.79
10	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55661 to 55665	-0.48	59	0.33	0.46	1.29

Table 10 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55476 to 55480	0.62	59	0.59	0.65	0.91
10	5	Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55876 to 55880	1.83	59	0.27	1.38	0.61

Table 11
Results of IRT Analysis, Mean Measure of Benchmark Measure 5_Fall = 0.46

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55446 to 55450	-0.96	59	0.41	1.59	0.92

easyCBM CCSS Reading: Grade 5

Table 11 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55666 to 55670	1.10	56	0.46	1.26	0.59
bm1	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55391 to 55395	-0.73	60	0.76	0.92	0.70

Table 11 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55886 to 55890	3.22	54	0.54	1.19	0.86
bm1	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55741 to 55745	-0.31	59	0.29	1.28	0.60

Table 12
Results of IRT Analysis, Mean Measure of Benchmark Measure 5_Winter = 0.42

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text.	55891 to 55895	-1.01	57	0.36	0.50	1.45
bm2	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55351 to 55355	1.13	60	0.72	0.71	1.25

easyCBM CCSS Reading: Grade 5

Table 12 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55746 to 55750	-0.72	57	0.41	0.68	1.25
bm2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55526 to 55530	3.00	56	0.43	1.64	0.55
bm2	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55021 to 55025	-0.30	59	0.47	1.34	0.26

easyCBM CCSS Reading: Grade 5

Table 13
 Results of IRT Analysis, Mean Measure of Benchmark Measure 5_Spring = 0.41

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55041 to 55044	-1.05	56	0.26	1.14	0.82

Table 13 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55486 to 55490	1.15	57	0.50	0.46	1.31
bm3	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55206 to 55210	-0.74	55	0.51	1.45	0.60

Table 13 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55791 to 55795	2.94	56	0.61	0.67	0.96
bm3	5	Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55291 to 55295	-0.25	56	0.32	2.54	-0.30

easyCBM CCSS Reading: Grade 5

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55846 to 55850	-3.28	57	0.34	1.87	0.80
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55531 to 55535	-3.01	57	0.51	9.23	0.35

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55266 to 55270	-2.75	58	0.26	0.58	1.25
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text.	55711 to 55715	-2.47	56	0.33	0.41	1.57

easyCBM CCSS Reading: Grade 5

TaTable 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55261 to 55265	-0.82	60	0.44	0.82	0.98
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text. Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.	55081 to 55085	-0.81	57	0.82	3.68	-2.27

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55356 to 55360	-0.68	56	0.42	0.57	1.13
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text.	55621 to 55625	-0.42	55	0.28	0.77	1.22

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55491 to 55495	-0.36	58	0.30	0.67	1.34

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55311 to 55315	2.45	54	0.44	0.49	1.24

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55806 to 55810	3.00	58	0.55	0.34	1.49

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict. Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55896 to 55900	3.49	55	0.58	1.13	0.54

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the main events of the plot, their causes, and the influence of specific events on future actions. Predict future outcomes supported by the text.	55441 to 55445	5.20	114	0.20	3.65	0.79
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly. Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge. Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work. Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).	55671 to 55675	6.67	56	0.56	0.45	1.16

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55651 to 55655	-4.58	58	0.47	0.22	1.33
Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55066 to 55070	-1.82	60	0.46	9.35	0.26
Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55831 to 55835	-1.65	58	0.23	1.16	0.87
Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55426 to 55430	-1.16	58	0.31	3.03	-0.11
Read to Perform a Task	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.	55381 to 55385	-0.56	57	0.35	1.10	0.94
Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55156 to 55160	2.09	59	0.22	1.78	0.51

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Read to Perform a Task	Find information in specialized materials (e.g., thesaurus, almanac, newspaper).	55606 to 55610	2.81	56	0.24	1.55	0.40
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55521 to 55525	-7.03	57	0.50	0.17	1.50
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55116 to 55120	-4.51	56	0.60	0.64	1.23

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55611 to 55615	-4.05	58	0.32	9.90	1.15
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55706 to 55710	-0.48	57	0.40	0.56	1.30

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation	Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.	55751 to 55755	-0.45	53	0.39	1.16	0.91
Informational Text: Examine Content and Structure	Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.						
Informational Text: Demonstrate General Understanding	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences,	55836 to 55840	-0.42	58	0.28	0.96	0.92
Informational Text: Develop an Interpretation	conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.						

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions.	55796 to 55800	-0.27	55	0.38	0.75	1.13

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55031 to 55035	-0.22	57	0.24	0.53	1.52

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55656 to 55660	-0.14	55	0.31	1.40	0.65
Informational Text: Develop an Interpretation	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55166 to 55170	-0.11	56	0.55	0.91	1.00
Informational Text: Examine Content and Structure							

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55346 to 55350	0.40	55	0.36	0.54	1.15
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text. Determine the author's purpose, and relate it to specific details in the text. Draw conclusions about whether portions of the passage are facts or opinions. Recognize and analyze characteristics of persuasive text.	55211 to 55215	3.55	57	0.36	0.58	1.38

easyCBM CCSS Reading: Grade 5

Table 14 (Continued)
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text.	55566 to 55570	5.22	58	0.42	0.94	0.90
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas. Predict future outcomes supported by the text. Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge.	55071 to 55075	9.18	57	0.47	1.21	1.01

Discussion

As with Grade 4, results for Grade 5 indicate no clear pattern in terms of which of the three sub-tests students find most challenging. On the Benchmark test forms, for example, the mean difficulty for the items on the *Read to Perform a Task* sub-test of the Fall, Winter, and Spring measures, respectively, was -0.31, -0.30, and -0.25. The difficulty of the *Short Literary Text* and *Informational Text* sub-tests seems to vary greatly, depending on the specific passage and set of questions. Whereas the average *measure* for the Grade 5 Benchmark *Short Literary Text* sub-tests ranged from 0.05 to 0.07, the actual benchmark test forms ranged from a low of -1.05 to a high of 1.15. Likewise, the average *measure* for the Grade 5 Benchmark *Informational Text* sub-tests ranged from 1.10 to 1.25, while the actual test forms ranged from a low of -0.74 to a high of 3.22.

Similar patterns were found for the progress monitoring test forms as well. On the progress monitoring test forms, the mean difficulty for the items on the *Read to Perform a Task* sub-test ranged from -0.38 to 1.483. The average *measure* for the Grade 5 progress monitoring *Short Literary Text* sub-tests ranged from -0.71 to -0.17, while the actual test forms ranged from a low of -2.08 to a high of 1.74. Likewise, the average *measure* for the Grade 5 progress monitoring *Informational Text* sub-tests ranged from -1.44 to 0.65, while the actual test forms ranged from a low of -3.59 to a high of 2.07.

It is important to note that the sub-tests are not intended to be used to provide scores specific to the type of material with which students were presented (*Short Literary Text*, *Informational Text*, and *Read to Perform a Task*). With only five items per sub-test, such scores would not be a robust or reliable estimate of students' knowledge or skill in a particular area. Additional studies (see, for example, Alonzo, Park, & Tindal, 2012) present the results of

construct validity studies that add further evidence that although these sub-tests present students with different types of text with which to work, all three measure a single construct. Thus, although it might be tempting to report that a particular student has mastered (or is struggling with) a particular type of reading material, such claims would not be warranted or supported by the results of the easyCBM CCSS Reading Measures.

References

- Alonzo, J., Park, B.J., & Tindal, G. (2012). *Examining the construct validity and internal structures of the easyCBM CCSS reading measures* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Ulmer, K., Tindal, G., & Glasgow, A. (2006). easyCBM online assessment system. <http://easycbm.com>. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Beddow, P. A., Kettler, R. J., & Elliott, S. N. (2008). Test Accessibility and Modification Inventory (TAMI). Peabody College, Vanderbilt University.
- Johnstone, C., Altman, J., & Thurlow, M. (2006). A state guide to the development of universally designed assessments. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.