

**Technical Report #1224**

**The Development of the easyCBM CCSS Reading Assessments:**

**Grade 6**

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## 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.

**The Development of the easyCBM CCSS Reading Assessments: Grade 6**  
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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

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-

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

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

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.

## 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 6\_1 = 0.71*

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	Determine characters' traits by what the characters say in narration and dialogue. Analyze the influence of setting on the conflict and its resolution. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65806 to 65810	0.60	67	0.51	0.89	0.76
1	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify and examine the development of themes in literary works. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65446 to 65450	2.17	66	0.46	1.16	0.74

Table 1 (Continued)  
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65256 to 65260	-1.22	69	0.40	0.64	1.05
1	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65301 to 65305	0.99	66	0.44	1.00	0.92
1	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65651 to 65655	1.01	70	0.27	2.05	-0.44

Table 2  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_2 = 0.80*

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Analyze the influence of setting on the conflict and its resolution. Identify and examine the development of themes in literary works.	65891 to 65895	0.48	65	0.32	0.48	1.37
2	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Predict future outcomes supported by the text. Determine characters' traits by what the characters say in narration and dialogue. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65581 to 65585	2.92	69	0.27	1.07	1.11

## easyCBM CCSS Reading: Grade 6

Table 2 (Continued)  
*Results of IRT Analysis*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65391 to 65395	-1.10	68	0.43	0.77	1.04
2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text.	65121 to 65125	0.79	65	0.30	0.57	1.26
2	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65111 to 65115	0.93	64	0.23	2.93	-0.28

easyCBM CCSS Reading: Grade 6

Table 3  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_3 = 0.60*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text. Determine characters' traits by what the characters say in narration and dialogue.	65846 to 65850	0.41	67	0.30	1.19	0.84
3	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Analyze the influence of setting on the conflict and its resolution. Identify and examine the development of themes in literary works. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65221 to 65225	2.10	66	0.55	0.32	1.19

## easyCBM CCSS Reading: Grade 6

Table 3 (Continued)  
*Results of IRT Analysis*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65836 to 65840	-1.08	63	0.33	0.40	1.39
3	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65296 to 65300	0.68	68	0.39	1.26	0.66
3	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65606 to 65610	0.87	68	0.26	0.98	0.96

easyCBM CCSS Reading: Grade 6

Table 4  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_4 = 0.29*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
4	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify and examine the development of themes in literary works. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65626 to 65630	0.36	68	0.35	0.89	0.84
4	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text. Infer the main idea when it is not explicitly stated.	65126 to 65130	2.07	67	0.41	0.99	0.97

easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65611 to 65615	-2.13	67	0.45	1.06	0.86
4	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65341 to 65345	0.52	67	0.46	1.45	0.84
4	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65786 to 65790	0.62	69	0.24	1.04	0.88

Table 5  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_5 = 0.00*

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	Infer the main idea when it is not explicitly stated. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65086 to 65090	0.20	66	0.45	0.50	1.30
5	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Identify and examine the development of themes in literary works. Infer the main idea when it is not explicitly stated.	65756 to 65760	1.89	67	0.51	2.88	0.17

## easyCBM CCSS Reading: Grade 6

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: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65431 to 65435	-2.58	65	0.27	0.79	1.23
5	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65616 to 65620	0.32	65	0.37	0.69	1.21
5	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65426 to 65430	0.18	67	0.23	1.19	0.69

## easyCBM CCSS Reading: Grade 6

Table 6  
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_6 = -0.14

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	Infer the main idea when it is not explicitly stated. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65311 to 65315	-0.12	65	0.40	0.87	1.02
6	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text.	65576 to 65580	1.78	63	0.37	1.19	0.86

## easyCBM CCSS Reading: Grade 6

Table 6 (Continued)  
*Results of IRT Analysis*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65161 to 65165	-2.61	67	0.38	0.69	1.09
6	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65841 to 65845	0.16	66	0.60	2.45	0.58
6	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65246 to 65250	0.09	69	0.25	1.71	0.02

easyCBM CCSS Reading: Grade 6

Table 7  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_7 = 0.13*

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Analyze the influence of setting on the conflict and its resolution.	65441 to 65445	-0.32	64	0.41	0.86	1.09
7	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Determine characters' traits by what the characters say in narration and dialogue. Analyze the influence of setting on the conflict and its resolution. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65536 to 65540	1.72	68	0.44	1.00	1.01

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65656 to 65660	-2.86	69	0.37	9.90	0.36
7	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65346 to 65350	1.72	66	0.73	0.15	1.44
7	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65336 to 65340	-0.41	68	0.23	1.52	0.19

## easyCBM CCSS Reading: Grade 6

Table 8  
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_8 = -0.26

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	Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65131 to 65135	-0.84	63	0.39	0.63	1.26
8	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify and examine the development of themes in literary works. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65491 to 65495	1.61	65	0.36	0.54	1.10

## easyCBM CCSS Reading: Grade 6

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: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65796 to 65800	-2.87	65	0.39	0.70	1.17
8	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65076 to 65080	1.76	66	0.37	0.45	1.50
8	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65741 to 65745	-0.94	68	0.25	0.78	1.08

## easyCBM CCSS Reading: Grade 6

Table 9  
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_9 = -0.30

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65761 to 65765	-1.11	70	0.27	0.61	1.40
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text.	65171 to 65175	1.43	67	0.48	0.21	1.40

## easyCBM CCSS Reading: Grade 6

Table 9 (Continued)  
*Results of IRT Analysis (continued)*

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65116 to 65120	-2.91	68	0.43	0.47	1.40
9	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65521 to 65525	2.06	66	0.51	0.73	1.03
9	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65831 to 65835	-0.97	69	0.29	0.91	0.98

## easyCBM CCSS Reading: Grade 6

Table 10  
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 6\_10 = 0.32

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text.	65036 to 65040	-1.16	67	0.47	1.63	0.85
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text.	65306 to 65310	1.40	64	0.31	0.85	0.96
10	3	Informational Text: Develop an Interpretation	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65211 to 65215	-3.00	68	0.40	1.02	1.13

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65071 to 65075	2.66	66	0.41	2.12	0.59
10	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65381 to 65385	1.70	69	0.22	0.97	0.72

## easyCBM CCSS Reading: Grade 6

Table 11  
 Results of IRT Analysis, Mean Measure of Benchmark Measure 6\_Fall = 0.76

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	Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65896 to 65900	0.79	66	0.32	1.18	0.94
bm1	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Determine characters' traits by what the characters say in narration and dialogue. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65176 to 65180	2.30	64	0.80	9.41	-0.98

## easyCBM CCSS Reading: Grade 6

Table 11 (Continued)  
*Results of IRT Analysis*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65386 to 65390	-2.04	66	0.77	2.21	0.68
bm1	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65571 to 65575	1.35	68	0.43	0.64	1.21
bm1	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65021 to 65025	1.38	67	0.25	1.37	0.71

## easyCBM CCSS Reading: Grade 6

Table 12  
 Results of IRT Analysis, Mean Measure of Benchmark Measure 6\_Winter = 0.79

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65401 to 65405	0.77	66	0.29	0.63	1.15
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Analyze the influence of setting on the conflict and its resolution.	65621 to 65625	2.57	63	0.38	1.63	0.55
bm2	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65476 to 65480	-1.87	66	0.51	1.16	1.03

## easyCBM CCSS Reading: Grade 6

Table 12 (Continued)  
*Results of IRT Analysis*

Test Form	Item #	Rdg Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text.	65751 to 65755	1.25	66	0.38	0.46	1.35
bm2	5	Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65201 to 65205	1.23	69	0.32	1.46	0.15

## easyCBM CCSS Reading: Grade 6

Table 13  
*Results of IRT Analysis, Mean Measure of Benchmark Measure 6\_Spring = 0.71*

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Determine characters' traits by what the characters say in narration and dialogue.	65486 to 65490	0.74	68	0.34	1.39	0.79
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Analyze the influence of setting on the conflict and its resolution. Identify and examine the development of themes in literary works.	65081 to 65085	2.34	70	0.40	0.57	1.16
bm3	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65526 to 65530	-1.87	69	0.40	1.93	0.70

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65206 to 65210	1.17	65	0.45	0.40	0.97
bm3	5	Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65696 to 65700	1.19	68	0.20	1.19	0.40

## easyCBM CCSS Reading: Grade 6

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text.	65801 to 65805	-5.53	62	0.41	1.52	0.87
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Determine characters' traits by what the characters say in narration and dialogue.	65531 to 65535	-5.28	68	0.57	0.69	1.03
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text. Determine characters' traits by what the characters say in narration and dialogue.	65216 to 65220	-4.35	69	0.50	1.07	0.70

easyCBM CCSS Reading: Grade 6

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Identify and examine the development of themes in literary works. Infer the main idea when it is not explicitly stated.	65261 to 65265	-4.06	68	0.34	0.89	1.05
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65851 to 65855	-2.94	67	0.38	1.62	1.14

easyCBM CCSS Reading: Grade 6

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Predict future outcomes supported by the text. Identify and examine the development of themes in literary works.	65351 to 65355	-2.78	68	0.35	0.88	1.15
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Determine characters' traits by what the characters say in narration and dialogue. Analyze the influence of setting on the conflict and its resolution.	65396 to 65400	-2.59	64	0.39	1.03	0.90

## easyCBM CCSS Reading: Grade 6

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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Determine characters' traits by what the characters say in narration and dialogue. Analyze the influence of setting on the conflict and its resolution.	65396 to 65400	-2.59	64	0.39	1.03	0.90
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 speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography). Identify and examine the development of themes in literary works.	65666 to 65670	-2.53	66	0.34	0.75	1.13

## easyCBM CCSS Reading: Grade 6

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	Infer the main idea when it is not explicitly stated. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65671 to 65675	-1.71	65	0.36	0.74	1.19
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65266 to 65270	-1.52	67	0.38	0.91	1.01

## easyCBM CCSS Reading: Grade 6

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	Analyze the influence of setting on the conflict and its resolution. Infer the main idea when it is not explicitly stated. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65716 to 65720	0.90	68	0.43	2.34	0.29
Literary Text: Demonstrate General Understanding	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.	65711 to 65712	0.98	69	0.39	0.70	1.16

## easyCBM CCSS Reading: Grade 6

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	Infer the main idea when it is not explicitly stated. Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65356 to 65359	1.17	68	0.37	0.51	1.27
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Determine characters' traits by what the characters say in narration and dialogue. Analyze the influence of setting on the conflict and its resolution. Evaluate the author's use of techniques to influence readers' attitudes and feelings: use of first person, exaggeration for humor, structure for suspense, logic for believability, figurative language for tone. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	65041 to 65045	3.13	68	0.58	0.66	1.10

## easyCBM CCSS Reading: Grade 6

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 conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65166 to 65170	-4.41	67	0.28	0.29	1.74
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65886 to 65890	-3.11	66	0.45	1.97	0.18

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65791 to 65795	-0.89	66	0.35	3.78	0.71
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65481 to 65485	-0.67	68	0.75	0.16	1.36
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65566 to 65570	-0.47	66	0.44	1.70	0.38

## easyCBM CCSS Reading: Grade 6

Table 14 (Continued)  
*Items Not Used*

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65881 to 65885	-0.39	65	0.64	1.16	0.85
Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65746 to 65750	-0.09	67	0.48	0.67	1.12
Informational Text: Develop an Interpretation	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65436 to 65440	-0.09	65	0.50	1.38	0.96
Informational Text: Examine Content and Structure							

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	65701 to 65705	0.04	67	0.41	0.93	0.99
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65706 to 65710	3.63	65	0.37	1.13	0.75
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.	6525 to 65255	4.03	69	0.33	0.64	1.22

easyCBM CCSS Reading: Grade 6

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	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.	65661	4.57	69	0.33	0.73	1.18
		to 65665					
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text. Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text. Distinguish among facts, supported inferences, and opinions in text.	65031	5.27	68	0.46	0.21	1.48
		to 65035					

## easyCBM CCSS Reading: Grade 6

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	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.	65026 to 65030	5.29	67	0.43	0.46	1.21
Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65876 to 65880	-3.43	68	0.31	3.33	0.14
Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65471 to 65475	-2.32	3499	0.05	0.75	1.17
Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65516 to 65520	-2.03	68	0.26	1.13	0.75
Read to Perform a Task	Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.	65561 to 65565	-1.79	68	0.35	2.45	0.25

## easyCBM CCSS Reading: Grade 6

Table 14 (Continued)  
*Items Not Used*

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65156 to 65160	-1.64	66	0.33	1.31	0.61
Read to Perform a Task	Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.	65066 to 65070	2.82	67	0.21	0.81	1.09

## Discussion

As with Grades 4 and 5, results for Grade 6 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 was 1.38, 1.23, and 1.19, respectively. 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 6 Benchmark *Short Literary Text* sub-tests ranged from 1.54 to 1.67, the actual benchmark test forms ranged from a low of 0.74 to a high of 2.57. Likewise, the average *measure* for the Grade 6 Benchmark *Informational Text* sub-tests ranged from -0.31 to -0.35, while the actual test forms ranged from a low of -2.04 to a high of 1.35.

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 -0.97 to 1.70. The average *measure* for the Grade 6 progress monitoring *Short Literary Text* sub-tests ranged from 0.12 to 1.70, while the actual test forms ranged from a low of -1.16 to a high of 2.92. Likewise, the average *measure* for the Grade 6 progress monitoring *Informational Text* sub-tests ranged from -1.23 to -0.12, while the actual test forms ranged from a low of -2.91 to a high of 2.66.

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

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