Providing Teachers Information on Student Performance and Progress

Abstract

- For the full range of student with disabilities, teachers need an array of information for making a number of different decisions. This presentation provides a number of possibilities in reading and mathematics for students being considered as 'at risk' of academic failure, being provided special services while also having their progress monitored, and participating in an alternate assessment (designed for students with significant cognitive disabilities). A web-based portal is presented so teachers can use technology supports to make the collection and use of information an efficient process.

Big Ideas from Blue Highways

- **Standardization** of test administration poses problems for Students with Disabilities (SWD) and English Language Learners (ELL).

- **Access** can be achieved in both research designs and computer based testing.

- **Accommodations** (adjustments) have empirical results confirming the need to know student skill and item format.

- **Level of Independence** is an important construct in constructing effective testing environments for students with significant cognitive disabilities.

Guiding Principles:
Assessment for Teaching and Learning

- The system must provide relevant information for:
    - Screening and benchmarking
    - Progress monitoring
    - Instructional diagnosis
- The measures must be technically adequate (reliable with validity evidence to support decisions being made) – Item Response Theory (IRT)
- The system must be streamlined for use, incorporating Universal Design features for students in measurement and teachers in analysis

Learning Management Systems

- Adaptability to fit district context with settings to control fields, resource allocation, and access

- Historical record of academic performance, progress, and intervention information

- Capacity to share student data seamlessly within data teams using differential levels of access

- Reports designed to facilitate sharing information and guide decision making for key stakeholders: teachers, administrators, specialists, parents, and students

Instructional Decisions

- Don't just *gather* data; *analyze* it!
- Use the information for:
    - Grouping (for targeted instruction)
    - Selecting curriculum, instructional methodologies, amount of reinforcement needed
    - Identifying students who need supplemental help beyond what they can get in their regular English / Lang Arts and content-area classes

Understanding the Foundation

ALL students receive strong core English/Lang Arts instruction (develop comprehension, familiarity with literature, common experience with challenging authors/ text, etc.)

Students who need specialized, typically one-on-one, instruction to fill alphabetic principle / basic fluency skill deficits (most intensive need)

Students working on fluency. Small group instruction + regular Eng./Lang Arts

Students reading at or above grade level. Regular Eng./Lang Arts instruction exclusively
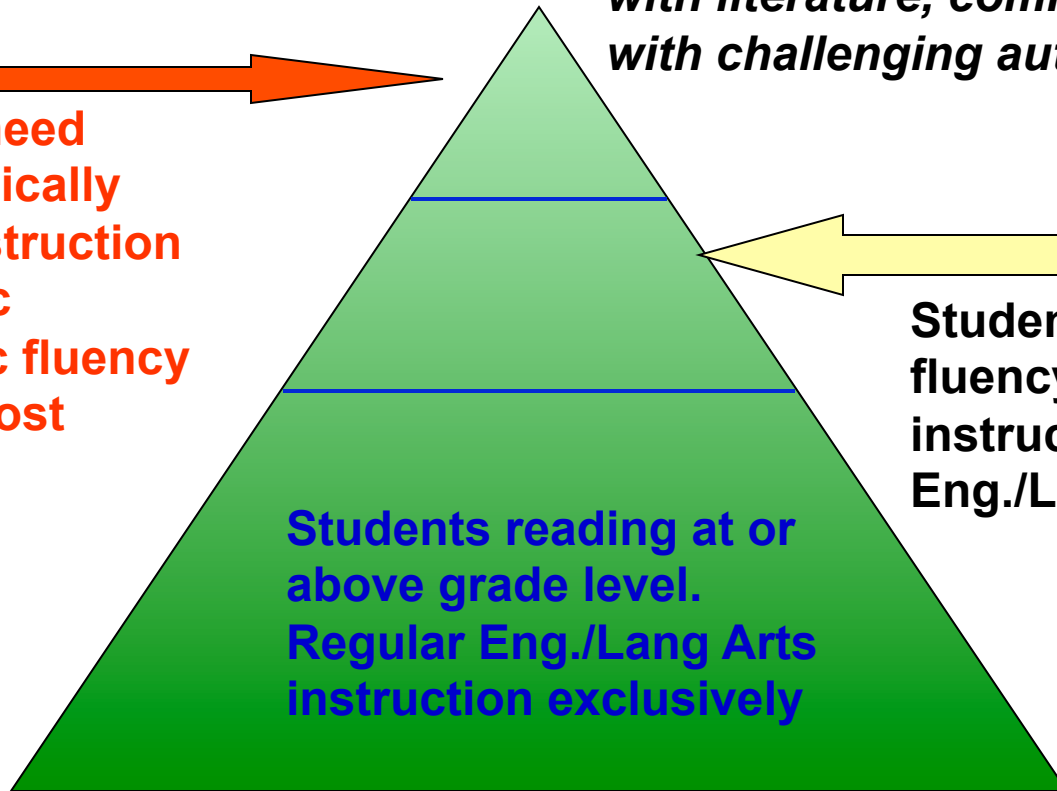
Developing Literacy

- **Alphabetic Principle**
  - Recognizing letters (if someone can't name 41 letters in 60 seconds, the chances of him/her being able to read well are slim)
  - Learning the sounds that letters can make (the building block of phonics)
  - Understanding how to manipulate sound units to form words / sentences
  - Assessed with Phoneme Segmenting (most appropriate for your students who are basically non-readers) / Letter Names / Letter Sounds
  - Instructionally, address skill deficits with structured phonics program, delivered one-on-one or in small groups with students at same skill level. If older (grade 2+ students lack these skills, they require INTENSIVE intervention that should be delivered in addition to regular English / Lang Arts instruction.

Developing Literacy

- **Fluency**
  - Brain internalizes 'rules' about grapheme (written words) / phoneme (sound units) relationships.
  - Repeated exposure to words = move to sight word vocabulary bank
  - +/-150 CWPM needed to read with comprehension
  - Assessed with Passage Reading Fluency (a.k.a. PRF and ORF) tests
  - Appropriate for students who are not yet reading at the 150 CWPM rate
  - Instructionally, address skill deficits with fluency-building programs such as Read 180, Read Right, Read Naturally, choral readings, repeated readings, small group and individual interventions in addition to core English / Lang Arts instruction

Developing Literacy

- **Comprehension**
  - Literal (what is ___ ?)
  - Inferential (why did __ do __ ?)
  - Evaluative (what is the 'best'…what is __ mostly about?)
  - Linked closely to vocabulary knowledge
  - Varies tremendously depending on text features (is the text describing something the student is interested in / familiar with, etc.)
- Assessed with Multiple Choice Reading Comprehension
- Instructionally, address skill deficits with guided reading activities, reciprocal reading strategies, and guided practice using maze-type measures to model the use of meta-cognitive skills related to reading. Develop interest in reading for pleasure.

How do I know where to begin?

- Benchmarking tests allow you to compare students' performance to "grade level" expectations.
  - Administer appropriate tests (see chart, next slide)
  - Determine who is 'on target' and who may need additional intervention
  - Group students for intervention / instructional support based on:
    - Need – who needs most help: sort by score; select your lowest scoring students for intervention
    - Specific skill deficits
    - Available resources.

Easycbm Benchmark Tests

Gr	Fall	Winter	Spring
K	SEG LN LS	SEG LS WRF	SEG LS WRF
1	SEG LS WRF	LS WRF PRF	LS WRF PRF
2	WRF PRF MCRC	WRF PRF MCRC	WRF PRF MCRC
3 - 8	PRF VOC MCRC	PRF MCRC	PRF VOC MCRC

http://district.localhost/teachers/auth/admin/index.php

easy CBM

| Home | Students | Measures | Reports | | **Admin** | Account |

Admin

User Accounts
Manage the user accounts in your district.

- Upload Users File
- Create a New Account

System Settings
Set various settings for your district.

- Buildings Setup

Import Answers
Import CSV files of student answers.

Student Records
Edit the student records in your district.

- Upload Student Roster File
- Upload Teacher/Student Associations
- Import Data from www.easyCBM.com

Data Exports
Export easyCBM student scores and data.

easyCBM Admin Guide

easy CBM

Students

Click Here

Teacher Login

Username:

Password:

Forgot Password?
Forgot Username?

Login

Welcome to the District easyCBM website.

easy CBM

| Home | Students | Measures | Reports | | Account |

Welcome tealy!

Select which area you would like to view or update.

Students

Enter new students or edit your current list, grouping them by grade, class, period or subject.

Measures

Download and print measures, then enter scores online.

Reports

View and analyze your students' tests, progress and scoring.

Account

Change your password or edit any information associated with your account.

Training

Learn how to administer and score the measures used by easyCBM.

Training Page

Each measure type has an online training section and corresponding proficiency exam

Training Page

Training sections for individually-administered measures include video clips

easy CBM

Main Menu

Training on Administration and Scoring: Overview of Individual Administration

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

To begin, have the student sit down and position yourself across from the student so he/she cannot see your clipboard. Read the standardized directions exactly as they are written on the Assessor Copy of the test. Make sure the student understands the directions. If the student indicates that he/she does not understand what is expected, read the directions again and provide an example (not from the actual test).

Once the student is ready, you may start the test. Begin timing when the student says the first item (or in the case of the phoneme segmenting measure, when you provide the first word to be segmented). At the end of the timing, mark the last item the student responded to, but allow the student to complete the row / word / sentence rather than cutting him /her off abruptly.

Avoid providing the student with visual or auditory clues about the correctness of responses during the test. (e.g., do NOT say, "good job!" or "right!")

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| Home | **Students** | Measures | Reports | | Account |

Managing your Students

Add new Students or Groups by clicking the Add Student or Add Group buttons. If a student is in the currently selected group, they will have a check next to their name. If the student is not in the group, their checkbox will be unchecked. When a grouping or student is selected, links will appear that allow you to edit the entry.

| **My Students** | Teacher/Student Setup |

Groups   (Add Group)

	Group Name
1	2nd grade intervention
2	2nd grade peer readers
3	**All Students**

Students   (Create Temporary Record)

	In Group	Student Name
1	☑	Adalberto Ball
2	☑	Alaina Bernier
3	☑	Bobbie Dimauro
4	☑	Darline Engstrom
5	☑	Perry Leiser
6	☑	Rusty Macy
7	☑	Reatha Nelson
8	☑	Ross Pitcher
9	☑	Christopher Poore

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| Home | Students | **Measures** | Reports | | Admin | Account |

Measures on easyCBM

Select the grade level difficulty of the measure you want to access, then scroll to its section. For measures that can be administered online, have your students go to http://4j.or.easycbm.com/brtadmin and follow the on-screen instructions. For Benchmark measures, your district admin must enable them before they'll show up for your students. For Progress Monitoring measures, mark the checkbox next to each measure you want listed for your students. An answer key for the Benchmark measures is provided below.

| **Benchmarks** | **Progress Monitoring** |

Enter Fall Scores   Enter Winter Scores   Enter Spring Scores

Combined Booklets: **Reading**   **Math**

	Reading		Math
K - 5th Grade	Student Copies	Assessor Copies	Student Copies
6th - 8th Grade	Student Copies	Assessor Copies	Student Copies
9th Grade	Student Copies	Assessor Copies	Student Copies
All Answer Keys			

By Grade: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

Fall Tests

Passage Reading Fluency 3_Fall	Student Copy	Assessor Copy
Vocabulary 3_Fall	Student Copy	or Take Online
Reading Comprehension 3_Fall	Student Copy	or Take Online
Math Computations 3_Fall	Student Copy	or Take Online
Math Applications 3_Fall	Student Copy	or Take Online

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| Home | Students | **Measures** | Reports | | Admin | Account |

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| Benchmarks | **Progress Monitoring** |

Grade: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Passage Reading Fluency

Passage Reading Fluency 5_1	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_2	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_3	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_4	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_5	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_6	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_7	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_8	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_9	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_10	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_11	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_12	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_13	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_14	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_15	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_16	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 5_17	Student Copy	Assessor Copy	Enter Scores

Multiple Choice Reading Comprehension

Note: Students can take this measure online.

Buzkashi!   Student Copy or Take Online   ☐ List for students

Assessments

- Reading
  - Early Literacy
    - Phoneme Segmenting, Letter Names, Letter Sounds
  - Fluency
    - Word Reading Fluency, Passage Reading Fluency
  - Comprehension
  - Vocabulary (Benchmark only so far)
  - Read to Perform Task / Informational Text / Vocabulary PM being piloted fall 2010
- Mathematics
  - Based on NCTM Focal Point Standards

Examples of Reading Measures: Letter Names, Letter Sounds, Phoneme Segmentation, Word Reading Fluency

Letter Names

S	p	t	T	e	N	L	C	a	m
E	r	Z	x	o	X	A	B	s	O
v	z	W	u	c	K	w	G	Q	h
f	I	n	P	D	F	R	M	k	i
y	j	b	l	q	V	J	d	U	A

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Letter Sounds

o	b	m	D	Ph	k	Sh	c	th
U	Ch	S	h	Z	e	T	n	qu
x	H	O	f	wh	M	z	sh	I
r	A	t	J	L	N	l	y	G
E	a	ch	w	V	F	g	Th	v
K	y	ph	s	P	u	R	X	i

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Phoneme Segmentation

This test is administered entirely orally. Do NOT show the student this scoring sheet.

Note: This test is timed for 60 seconds.

Total Number Correct ___ / 66

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Word Reading

I	the	it	fast
set	she	day	food
list	need	room	read
when	number	across	took
down	told	zone	long
word	black	pick	part
important	inside	they	music
week	forest	picked	find
any	those	visit	north
questions	spend	anything	letter
road	without	does	ground
travel	insects	information	students
isn't	stream	born	warm
size	cloud	guess	rule
crowd	hours	while	hurricane

Total Word List Correct: ___ /50

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Example of Reading Measure: Multiple Choice Reading Comprehension

Developing Literacy

- **Vocabulary**
  - Word, provided with three possible answer choices
  - Correct answer is 2nd most-common synonym (from dictionary)

- New Measure, being piloted now
  - Vocabulary words embedded in sentences, with three possible answer choices

Tom laughs when he sees how **absurd** his friend looks in the funny hat.
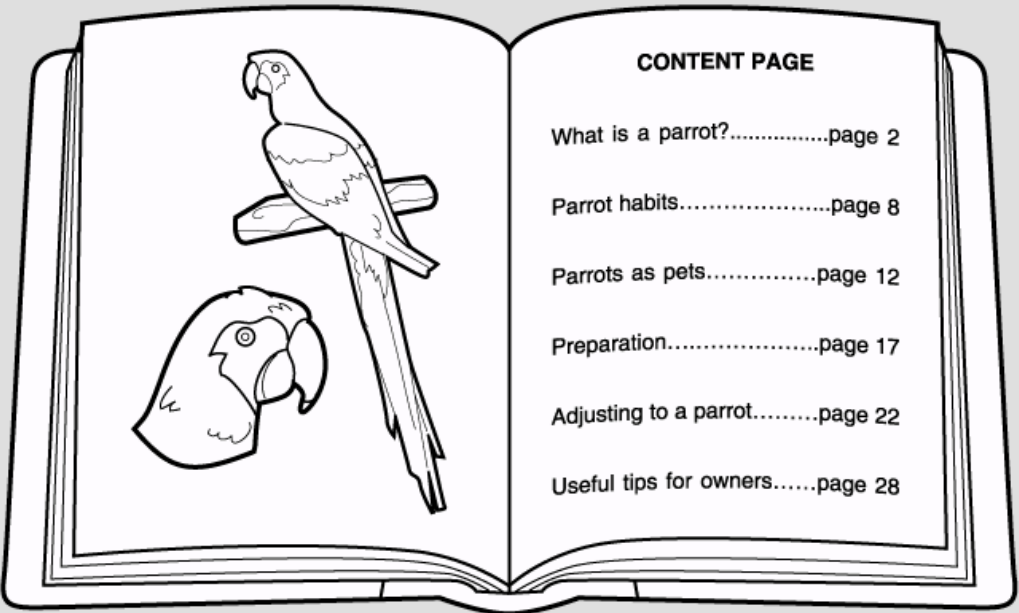
absurd means:

- ○ silly

- ○ boring

- ○ colorful

Next

Developing Literacy

- **Read to Perform a Task: New Measure,**

Being piloted now!

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71°

x°

38°

x = ___

- ⚪ 16°
- ⚪ 38°
- ⚪ 71°
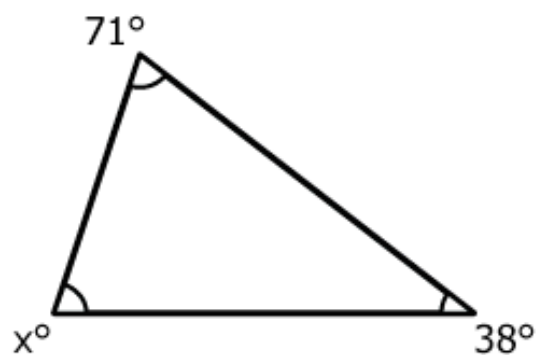
Back

Next →

easy CBM

Home	Students	**Measures**	Reports		Account

Measures on easyCBM > Benchmark Data Entry

Select the grade and season of the Benchmark scores you would like to enter, then fill in the scores for your students in that grade. When you are finished, click the Save Scores button.

Season: **Fall** | Winter | Spring

Building: **Riderdell Elementary**

Grade: **Grade K** | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5

Teacher: **Gema Arent** | Adell Dahlgren | Ngoc Lunn

Reading | Math

Name	LN K_Fall	LS K_Fall	PS K_Fall
Bayer, Zachariah	23	5	12
Cardoza, Emanuel	11	2	3
Cohrs, Nanci	11	0	0
Coolbaugh, Kary	2	0	0
Cornelius, Mohammad	2	0	12
Ferry, Nadine			
Folk, Jamison	8	2	10

Last Name	Grade	Gender	Disab. Code	Ethnic	Fall PRF	Fall Vocab	Fall MCRC	Fall Factor	Fall Risk Category	Spring PRF	Spring Vocab	Spring MCRC	Spring Factor	Spring Risk Category
1	5	F		3	159	18	18	1	L	185	22	16	0	L
2	5	M		1	184	22	16	0	L	192	23	16	0	L
7	5	M		1	184	16	14	2	S	186	22	16	0	L
8	5	M	50	1	210	23	17	0	L	181	22	16	0	L
9	5	M		1	118	20	15	1	L	168	23	16	0	L
16	5	F		3	162	15	12	4	H	178	24	16	0	L
17	5	F		1	168	20	14	1	L	199	22	18	0	L
21	5	M		1						199	21	15	1	L
22	5	F		1	147	20	18	0	L	185	20	17	1	L
23	5	F		1	155	18	11	3	S	183	20	18	1	L
24	5	M		1	137	20	6	2	S	160	21	15	1	L
25	5	F		3	179	15	13	3	S	207	22	14	1	L
26	5	M		1	139	17	15	1	L	145	21	16	1	L
27	5	M		1						215	19	17	1	L
28	5	F		3	155	20	13	1	L	179	24	15	1	L
40	5	F		1	130	18	16	2	S	146	20	19	2	S
41	5	F		1	106	16	12	5	H	130	22	16	2	S
42	5	M	50	1	142	18	15	1	L	175	19	14	2	S
43	5	M		3	124	18	16	2	S	105	23	17	2	S
44	5	M		1	138	21	15	0	L	168	17	17	2	S
45	5	F		1	155	22	13	1	L	170	20	14	2	S
46	5	F		3						178	18	15	2	S
50	5	M	50	1	115	13	5	5	H	155	19	14	3	S
51	5	F	90	1	149	15	9	4	H	152	18	15	3	S
52	5	F		3	127	15	11	5	H	157	18	13	3	S
53	5	F	50	3						141	16	15	4	H
54	5	F		1	143	11	9	4	H	157	12	10	4	H
55	5	M		1	132	18	6	4	H	147	12	15	4	H
56	5	F	50	1	149	12	13	3	S	195	16	13	4	H
57	5	M	50	3	103	9	12	6	H	138	19	13	4	H
58	5	M	90	1	131	11	15	3	S	120	20	14	4	H
59	5	M		1	126	14	8	5	H	160	17	8	4	H
60	5	M		1						134	18	13	4	H

Note. Red represents the strategic group, students below the 10th percentile rank (PR). Yellow represents the intensive group, students between the 11th and 30th PR. Green represents the on track group, students above the 30th PR.

MCRC: Benchmark Only

Grade 2, Multiple Choice Reading Comprehension: Michael
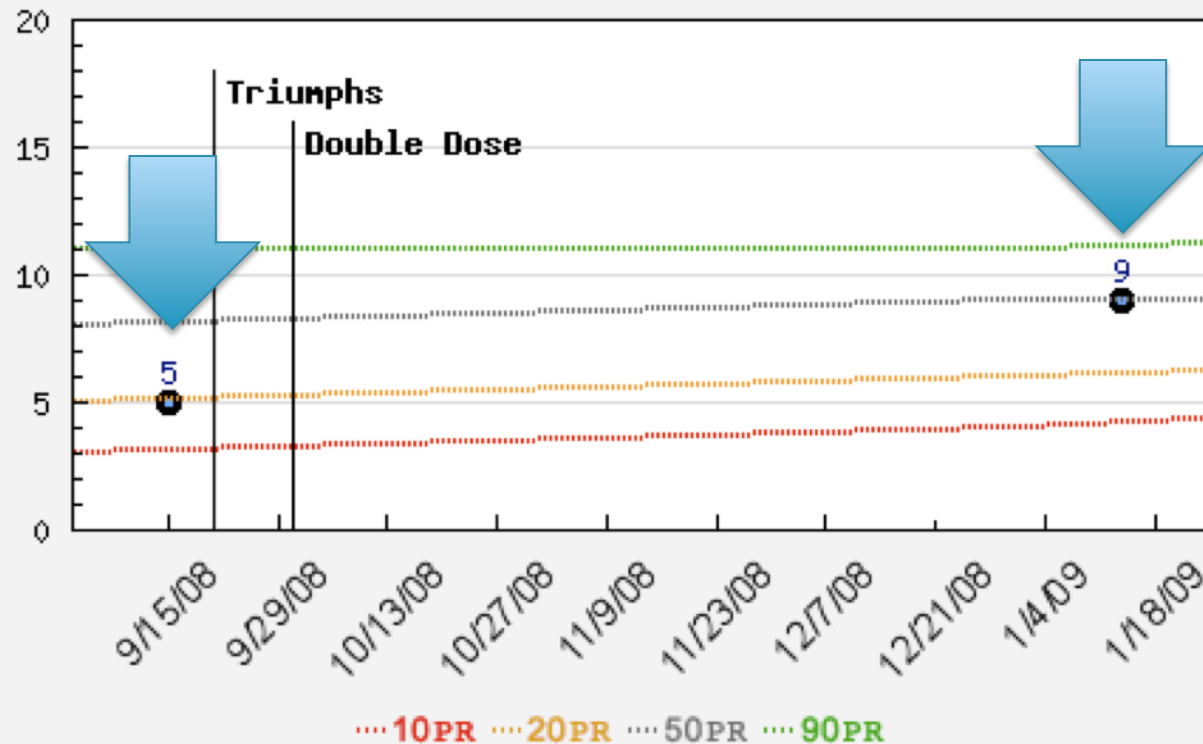
easy CBM

| Home | Students | Measures | **Reports** | | Admin | Account |

Reports and Analysis

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see any student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student. Intervention lines for graphs can be set up in the Interventions subsection.

Building Name: Armond Academy   **Teacher Name:** Ara Alston

| Benchmarks | **Groups** | Individuals | Interventions |

Groups

	Group Name	Student Count	Data Export
1	Main Group	26	Export CSV
2	Purple Group	10	Export CSV

CBMs

	CBM Name		Tests Complete	Avg Scores
1	Math Applications 3 - Fall	MATH	26	20 / 30 (67%)

Summary

MCRC 4_1 : The Magnifying Glass: All Students
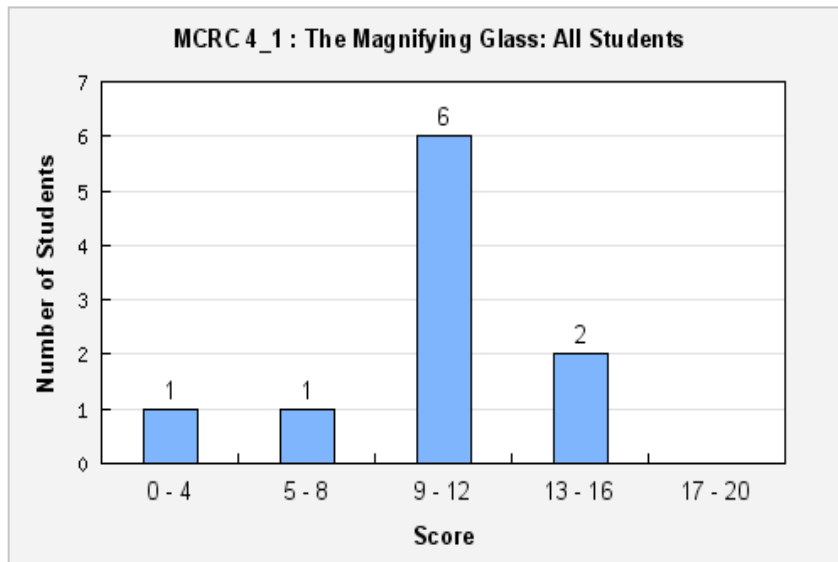
Students Completed: **9**	Min Score: **0.0**
Students in Group: **70**	Max Score: **15.0**

Avg Score: **9.9**
Std Deviation: **4.4**

Item Analysis

Top Easiest					Top Hardest			
Item	Type	Students Correct	Percentage		Item	Type	Students Correct	Percentage
6	Inferential	8 of 9	89%		14	Literal	2 of 9	22%
8	Literal	7 of 9	78%		16	Evaluative	2 of 9	22%
10	Evaluative	7 of 9	78%		9	Inferential	3 of 9	33%
13	Evaluative	6 of 9	67%		19	Inferential	3 of 9	33%
1	Literal	6 of 9	67%		15	Inferential	3 of 9	33%
11	Literal	6 of 9	67%		2	Literal	4 of 9	44%
17	Literal	6 of 9	67%		20	Evaluative	4 of 9	44%
7	Evaluative	6 of 9	67%		3	Inferential	4 of 9	44%
4	Inferential	6 of 9	67%		12	Inferential	5 of 9	56%
5	Literal	6 of 9	67%		18	Evaluative	5 of 9	56%

Group Report: provides information helpful for grouping students and insight into the item types on which they need more work

easy CBM

| Home | Students | **Measures** | Reports | | Account |

Teacher Data Entry for

▶ Show Instructions

Letter_Names_Grade_1_Form_1_Assessor.pdf

Date students took measure: **8/11/09**

Student	Data Entry	Save

LN 1_1

1. Zachariah Bayer

o	X	A	s	O	B	E	a	T	x
e	r	Z	S	L	t	R	N	p	C
m	D	P	n	F	I	M	f	K	i
k	c	G	v	z	W	U	h	Q	u
w	y	l	V	d	J	b	j	q	A

Mark

⊙ [/] Incorrect

○ [⌐ Last Letter

Save

Correct -

LN 1_1

2. Emanuel

o	X	A	s	O	B	E	a	T	x
e	r	Z	S	L	t	R	N	p	C

Mark

⊙ [/] Incorrect

Interventions

Individual Student Report

Grade 2, Passage Reading Fluency: Michael

Triumphs
Double Dose
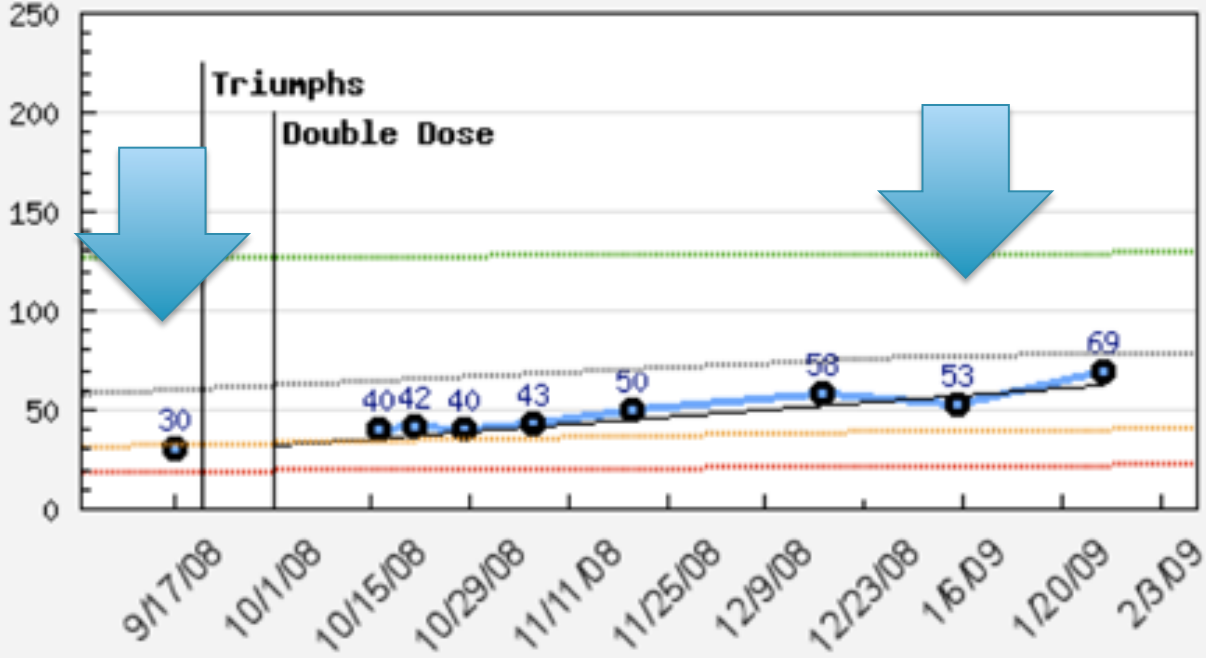
····**10PR** ····**20PR** ····**50PR** ····**90PR**

Triumphs   : Triumphs Rdging Skills 30 min daily
Double Dose   : Double Dose Reading 2x per week 50 min per week

Group Student Report

Group Passage Reading Fluency Performance (Only shown for groups of 10 students or less)
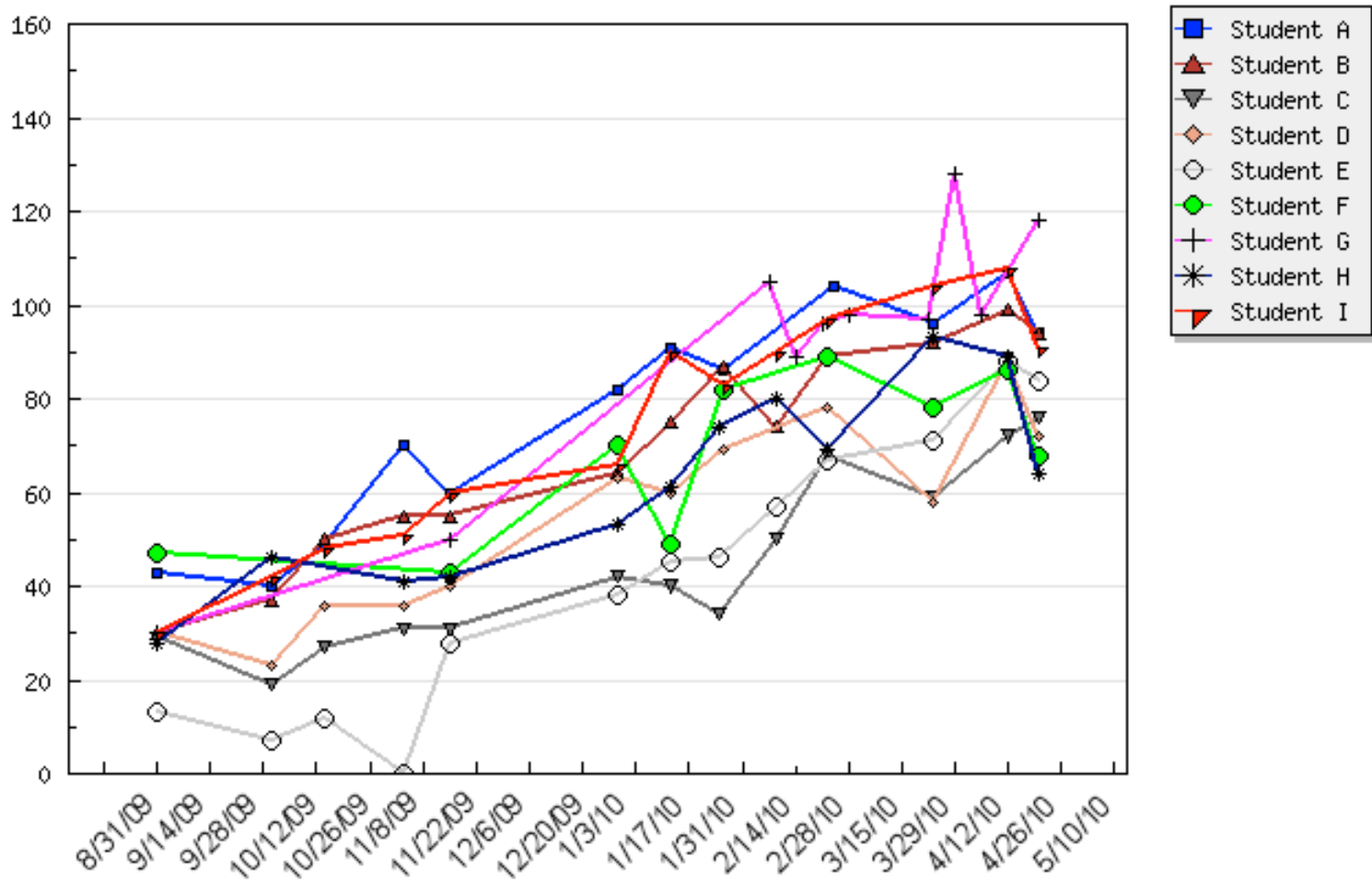
Group Systems Report

Teacher Report

Student Name	Fall Risk	Winter Risk	Change	Winter Risk	Spring Risk	Change	Fall Risk	Spring Risk	Change
Horton, Billy	2	1	1↓	1	1	-	2	1	1↓
Scott, Annabell	5	3	2↓	3	2	1↓	5	2	3↓
Sofasa, Jimmy	3	4	1↑	4	3	1↓	3	3	-
...	...	...	...	...	...	...	...	...	...

Building/District Report

Grade 3 Risk Ratings	Fall Count	Winter Count	Change	Winter Count	Spring Count	Change	Fall Count	Spring Count	Change
Risk 0 (Low)	34%	36%	2%↑	36%	40%	4%↑	34%	40%	6%↑
Risk 1 (Low)	18%	21%	3%↑	21%	17%	4%↓	18%	17%	1%↓
Risk 2 (Some)	10%	12%	2%↑	12%	14%	2%↑	10%	14%	4%↑
Risk 3 (Some)	13%	10%	3%↓	10%	9%	1%↓	13%	9%	4%↓
Risk 4 (High)	11%	9%	2%↓	9%	10%	1%↑	11%	10%	1%↓
Risk 5 (High)	8%	7%	1%↓	7%	5%	2%↓	8%	5%	3%↓
Risk 6 (High)	6%	5%	1%↓	5%	5%	-	6%	5%	1%↓

Toggle options for: (Total | Percentage) and (Intact | Cohort)
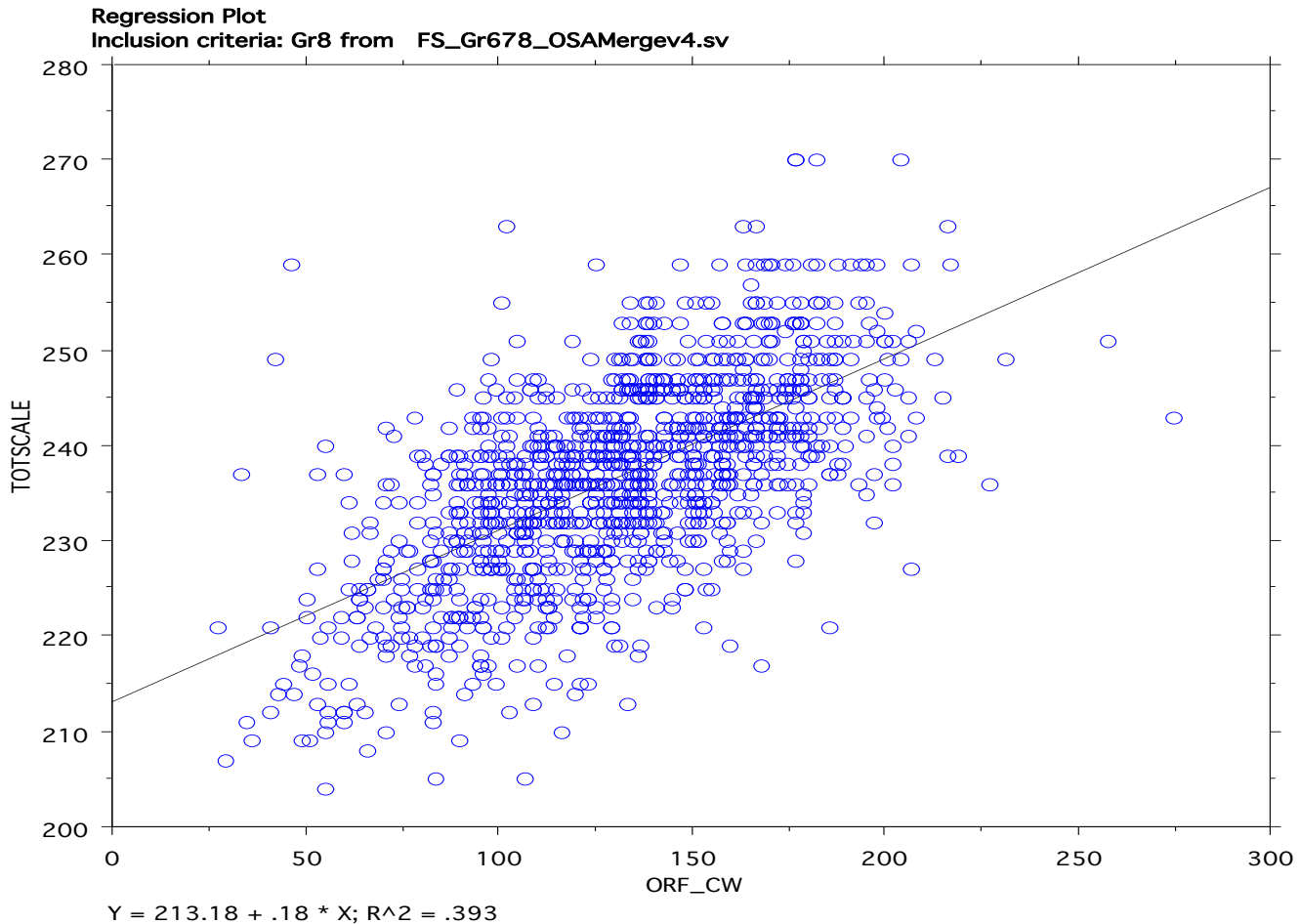
Relation between easyCBM and State Tests

- Correlations above .60 for all reading measures; above .72 for all math measures (definite relation!)

- The combination of easyCBM reading screeners and demographic variables predict 57% to 69% of the variability on state test score, across grades (Tindal, Nese, & Alonzo, 2009)

- easyCBM fall and winter math screeners predict 63% – 73% of the variability on state test score, across grades (Alonzo, Nese, & Anderson, 2009)

An Example of ORF - OSA Grade 3

Regression Plot
Inclusion criteria: Gr3 from   FS_Gr345_OSAMergev4.sv

ORF_CW

Y = 201.046 + .197 * X; R^2 = .37

An Example of ORF - OSA Grade 8

Regression Plot
Inclusion criteria: Gr8 from   FS_Gr678_OSAMergev4.sv

Y = 213.18 + .18 * X; R^2 = .393
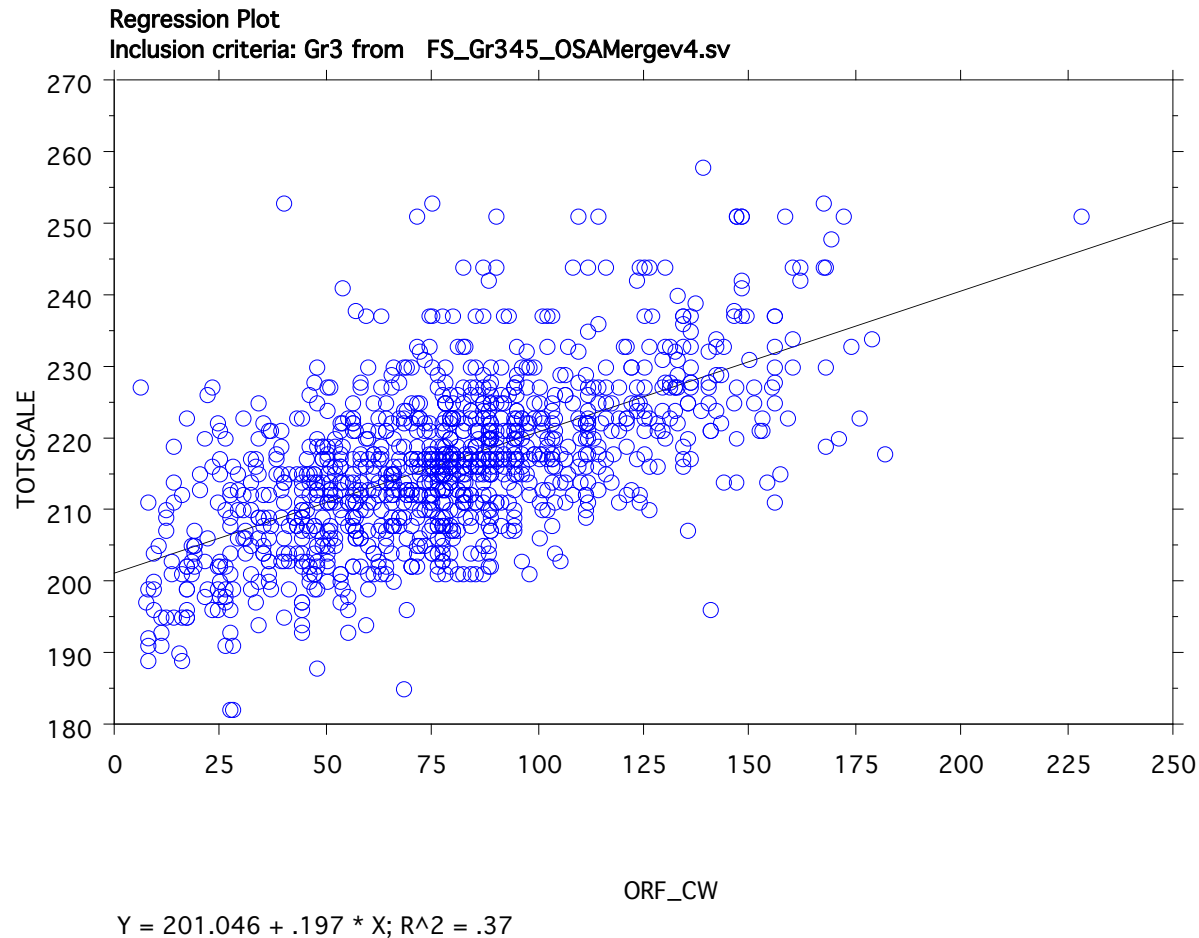
Grade 7: Oregon Test

Correlations[a]

		OAKS Total Score	easyCBMFallTotal	easyCBMWinterTotal
OAKS Total Score	Pearson Correlation	1	.827**	.819**
	Sig. (2-tailed)		.000	.000
	N	1428	1241	1090
easyCBMFallTotal	Pearson Correlation	.827**	1	.831**
	Sig. (2-tailed)	.000		.000
	N	1241	1368	1130
easyCBMWinterTotal	Pearson Correlation	.819**	.831**	1
	Sig. (2-tailed)	.000	.000	
	N	1090	1130	1217

**. Correlation is significant at the 0.01 level (2-tailed).

a. Grade = 7

Students who score *at or above* the 50th percentile on easyCBM in the fall are *very likely* to meet the state benchmark on the math test.
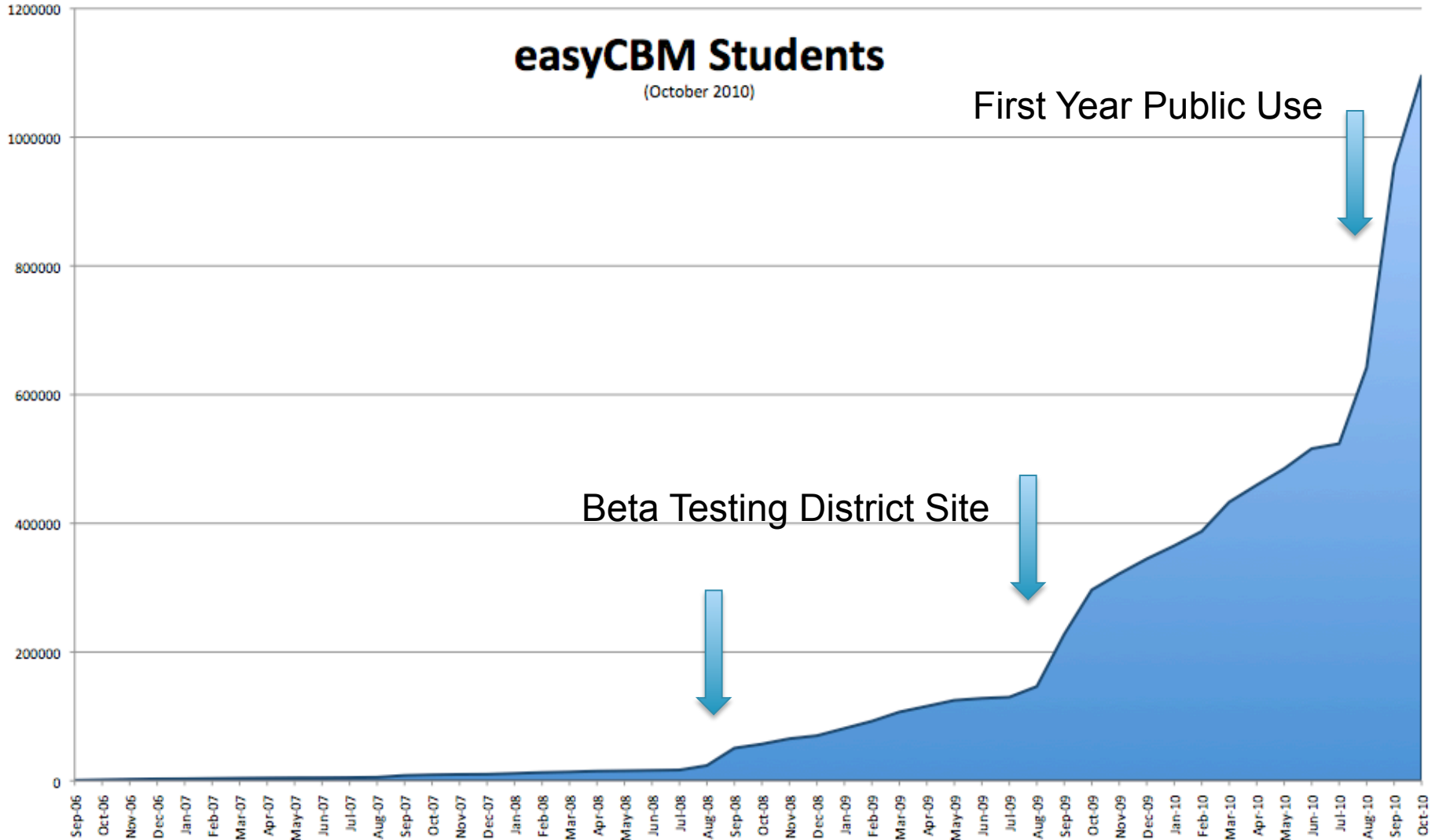
Students who score *below* the 20th percentile on easyCBM in the fall are *very unlikely* to meet the state benchmark on the math test
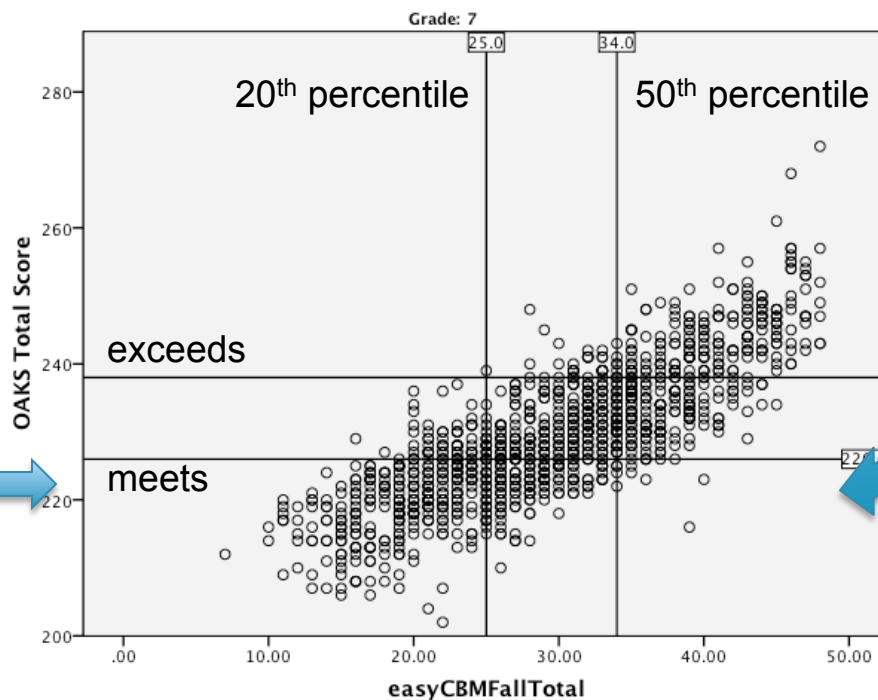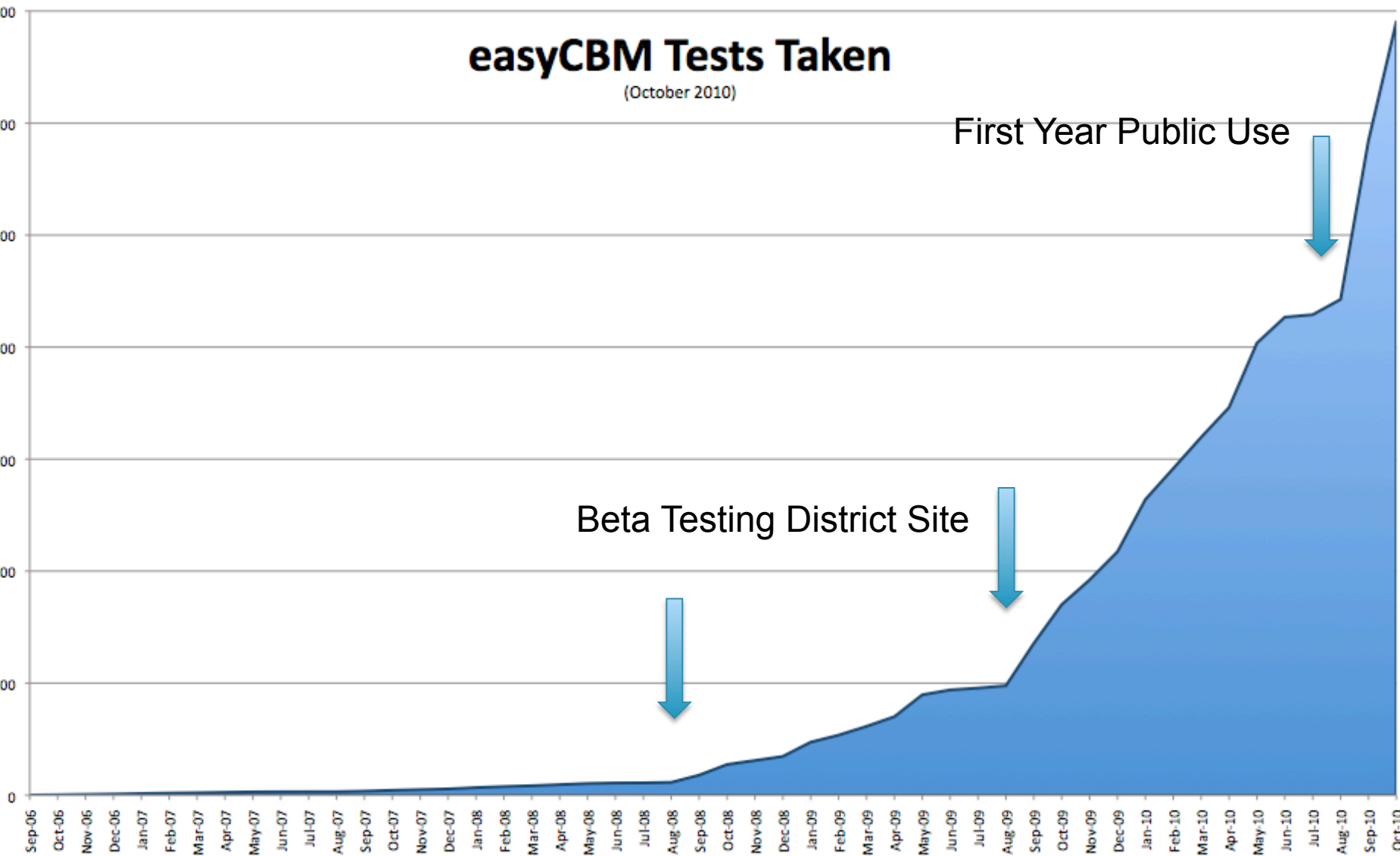
Grade 7: Washington Test

		Fall09TotMath	Wint10TotMath	Spr10TotMath
Pearson Correlation	Washington State Assessment Scale Score	.803	.831	.809
N =474	Fall09TotMath		.852	.816
	Wint10TotMath			.839

Students who score *at or above* the 50th percentile on easyCBM in the fall are *very likely* to meet the state benchmark on the math test.

Students who score *below* the 20th percentile on easyCBM in the fall are *very unlikely* to meet the state benchmark on the math test

Growth in Teacher Use

easyCBM Teachers
(October 2010)

First Year Public Use

Beta Testing District Site

Growth in Student Use

easyCBM Students
(October 2010)
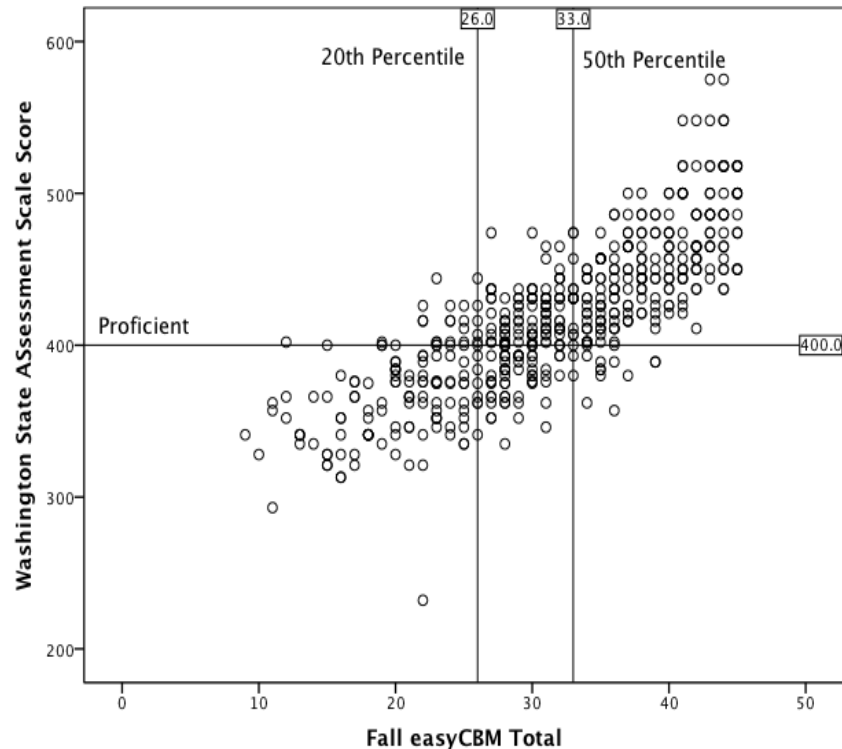
First Year Public Use
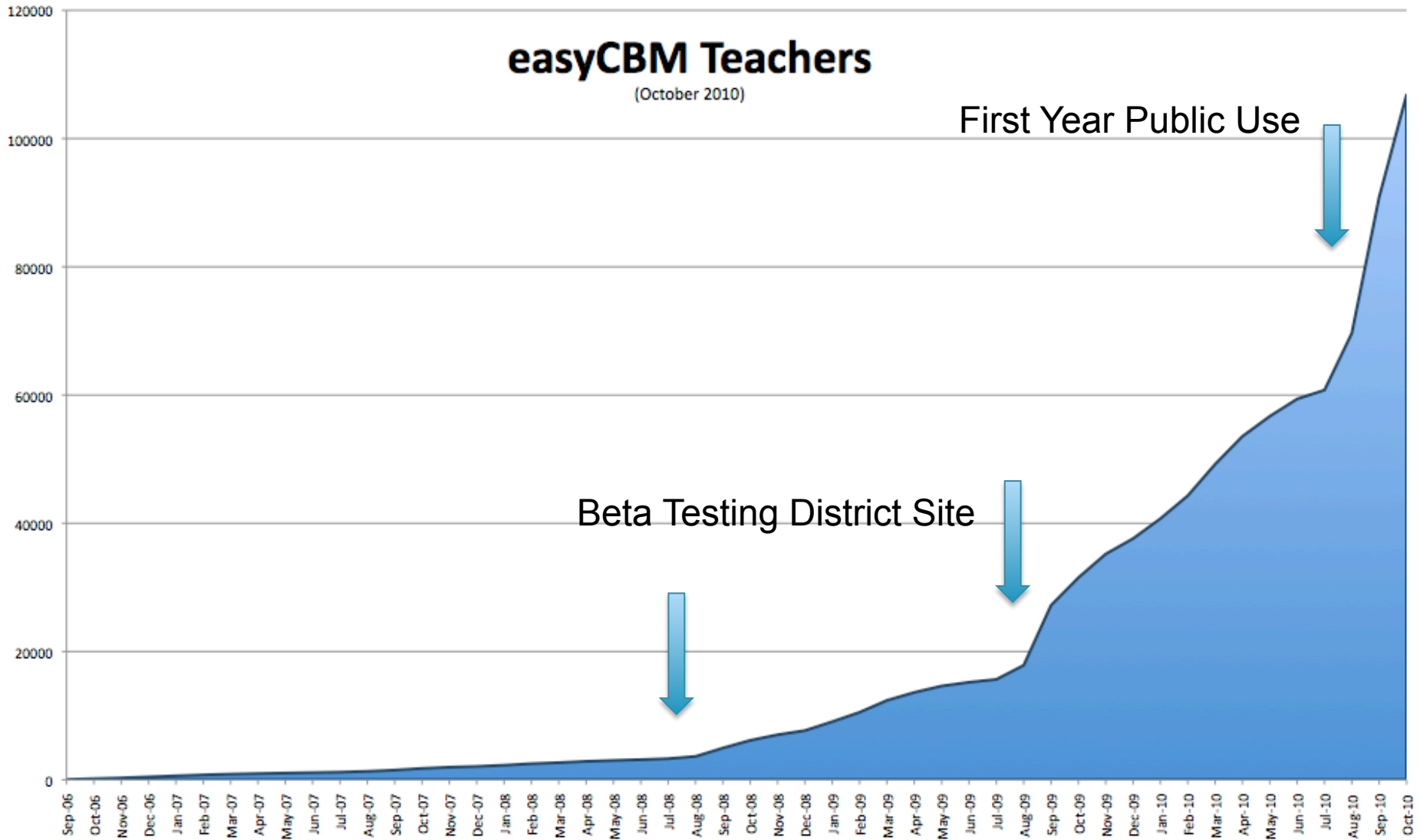
Beta Testing District Site

Growth in Test Use

easyCBM Tests Taken
(October 2010)

First Year Public Use

Beta Testing District Site

http://www.brtprojects.org/

Getting to the Site

To access the demo site, you will type in the URL, then click on one of the pre-slugged links to log in.

demo.state.easycbm.com

Depending on level of access, you will see only the students in a single classroom, all students in a building, or all students in a district.