

**Technical Report # 1230**

**The Alignment of the easyCBM Grades 6-8**

**Math Measures to the Common Core Standards**

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## **Abstract**

Within a response to intervention system of teaching and learning, important instructional decision-making (e.g., implementation of targeted intervention) is regularly tied to the results of formative assessments administered to students throughout the academic year. The validity of these instructional decisions depends to an extent on the alignment between formative measures and the content standards on which classroom instruction is based. Specifically, formative assessments must be aligned to adopted content standards in order for teachers to make valid instructional decisions around individual student learning needs. In this technical report, we report on the alignment between easyCBM<sup>®</sup> grades 6-8 seasonal mathematics benchmark items and the Common Core State Standards (CCSS). Results suggest reasonable alignment to the standards overall, with areas of relatively stronger and weaker alignment across grade level domains and standards. These results serve as the basis for assessment development plan in school year 2012-2013 to address gaps in alignment between easyCBM<sup>®</sup> and the CCSS.

## **The Alignment of the easyCBM Grades 6-8 Math Measures to the Common Core State Standards**

The Common Core State Standards were introduced in 2010 to provide a unified set of standards to guide instruction and assessment nationwide (National Governors Association Center for Best Practices - Council of Chief State School Officers, 2010). The movement of educators toward the Common Core State Standards (CCSS) is evident. Currently, 47 states and the District of Columbia (also three U.S. territories) have formally adopted the CCSS through one or both of two assessment consortia working with states as they prepare to implement the standards, with the release of associated Common Assessments set for the 2014-2015 academic year for participating states.

The easyCBM<sup>®</sup> mathematics formative assessment system (Alonzo, Tindal, Ulmer, & Glasgow, 2006) is comprised of seasonal benchmark and progress-monitoring assessments in grades K-8. Existing easyCBM<sup>®</sup> mathematics items found in the benchmark and progress monitoring assessments were originally written to align with the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points. A study by Nese, Lai, Anderson, Park, Tindal, and Alonzo (2010) indicated generally strong alignment across grade level Focal Points and test forms. In the current study, we focus on the alignment between mathematics items on the easyCBM<sup>®</sup> seasonal benchmarking assessments and the CCSS for grades K-8, here reporting results for grades 6-8. Results are intended to serve as a basis for developing new items and assessment measures that will result in moving the easyCBM<sup>®</sup> math measures into closer alignment with the CCSS.

## Methods

This study was conducted in two phases. During Phase 1, we worked with one educator per grade on an initial review of easyCBM<sup>®</sup> benchmark math items and their relation to the CCSS. Phase 2 expanded the review to four additional educators per grade.

### Participants

**Phase 1.** In the fall of 2011, one participant in each of grades K-8 was recruited to participate in Phase 1 of the alignment study (see *Study Design* below). A short questionnaire (see Appendix A) was used to gauge the expertise of potential participants in the areas of mathematics teaching and learning and their familiarity with the CCSS. When possible, general education and special education teachers with expertise in mathematics and the CCSS were recruited across grades K-8. Teacher reviewers included three general education teachers, two special education teachers, two teachers who taught both general and special education coursework, and two district-level math specialists. Reviewers had 12.1 years of teaching experience in mathematics on average, ranging from 3-31 years across the nine participants, and were from seven states: Washington (2), Ohio (2), South Carolina, New Jersey, Indiana, Kansas and Arizona. Most reviewers had experience using easyCBM<sup>®</sup> math measures before the study. Each was assigned to review grade-level mathematics items appropriate to his/her expertise and experience.

**Phase 2.** In January-February 2012, additional teachers recruited to review items in each of grades K-8, participated in Phase 2 of the study (see *Study Design* below). Four reviewers were recruited in each of these nine grades. The same questionnaire used in Phase 1 was used in Phase 2 of the study to gauge reviewer expertise in math and the CCSS. Additionally, when possible, both general education and special education teachers with expertise in mathematics

and the CCSS were recruited to participate at each grade level. Reviewers had a broad range of teaching experience in mathematics including general education, special education, and district-level math coaching experience. The average teaching experience of all 35 reviewers in Phase 2 of the study was 9.97 years ( $M = 10.5$  for grades K-2,  $M = 10.71$  for grades 3-5, and  $M = 8.58$  for grades 6-8). Years of teaching experience ranged from 1-31 years across the 35 reviewers (2-23 years for grades K-2, 3-31 years for grades 3-5, and 1-21 years for grades 6-8). Reviewers participating in Phase 2 also came from a broad geographic range of 17 states: Oregon (6), Washington (4), Ohio (4), Montana (3), Arizona (2), Illinois (1), North Carolina (2), Texas (2), Connecticut (2), and South Carolina, Maryland, Kansas, New Jersey, California, Georgia, Kentucky and Wisconsin, each with one study participant.

As in Phase 1, most teacher participants had used the easyCBM<sup>®</sup> formative assessment system before the study, and they were again assigned to review grade-level mathematics items appropriate to their expertise and experience. All nine participants from Phase 1 also participated in Phase 2. These reviewers were assigned to a neighboring grade so that they did not review the same math items they had reviewed in Phase 1, but also so that they could utilize familiarity with the CCSS gained in the earlier phase of the study. One reviewer, a district math coach in Oregon, reviewed math items for two grades in Phase 2, kindergarten and grade eight.

### **Item Selection**

Included in the study were all items from the three easyCBM<sup>®</sup> seasonal benchmark mathematics assessments in grades K-8. Each of the three seasonal benchmark assessments contains 45 math items, for a total of 135 math items at each grade. Each item alignment review, for both phases of the study, consisted of the 135 math items from the grade-level benchmark assessments.

## Study Design

The alignment study was split into two phases, *Phase 1* and *Phase 2*. Phase 1 was designed as a preliminary gauging of alignment of easyCBM® benchmark mathematics items to the CCSS in preparation for more in-depth study of alignment planned for Phase 2 of the research study.

**Phase 1.** In Phase 1, reviewers were given hard copies of the 135 benchmark items from one grade (K-8) and hard copies of on- and prior-grade CCSS. Prior to gauging item alignment, reviewers were asked to thoroughly review both the math items and the CCSS. Reviewers were then asked to group math items based on the knowledge and skills required of students to complete an item correctly. It was hoped that grouping items would aid in the next step, where reviewers actually gauged the alignment of items to the CCSS.

Reviewers compared groups of items and individual items where appropriate first to on-grade CCSS and then to prior-grade CCSS, noting any items they believed were aligned to these standards in a spreadsheet provided to them. Reviewers in this phase were asked to gauge item alignment to prior-grade CCSS because easyCBM® mathematics items were designed to assess a range of mathematics knowledge and skills, and in particular as a means to assess lower-performing students, including those with disabilities, and evaluate their progress over time (see Alonzo & Tindal, 2009). For this reason, we expected that some math items might not align to on-grade standards but rather to prior-grade CCSS. Additionally, because Phase 1 was designed as a preliminary review of the alignment between benchmark math items and the CCSS, teachers were *not* asked to give a strength of alignment rating for those items they deemed aligned to a standard. Reviewers were also permitted to indicate that a given item aligned to more than one on- and/or prior grade CCSS. Results from Phase 1 informed the design of Phase 2.

**Phase 2.** There were notable differences in the study design for Phase 2. Four review participants reviewed math items at each grade level in Phase 2. In order to participate in Phase 2, reviewers were required to attend and participate in a 45-minute training webinar between March and April 2012. See Appendix A for a copy of the PowerPoint presentation from the K-2 training webinar. Subsequent to the webinar training, reviewers were required to complete a short, three-item alignment review designed to evaluate each reviewer's proficiency in gauging the alignment of items to the CCSS.

Proficiency evaluation of reviewers and main item reviews for Phase 2 were conducted online using the Distributed Item Review (DIR), a secure web-based system designed to present test items and test forms to experts across a broad geographic region so they can review them for important dimensions of bias, sensitivity, and in the case of this study, alignment to standards. Within the DIR and for the main reviews, items at each grade were organized into two different tracks, front-ordered (1-135) and back-ordered (135-1), based on how they appear on the benchmark assessments. In this manner, items were counterbalanced to diminish order effects.

In each review, reviewers were shown one grade-level benchmark item at a time and asked to gauge its alignment to on- and prior-grade CCSS. When reviewers deemed an item *was not aligned* with on- or prior-grade CCSS, they were prompted to indicate a strength of alignment of 0, and were asked to indicate whether the item assessed a *prerequisite* skill to on-grade mastery. Our reasoning for asking about alignment to prerequisite skills was similar to that for evaluating prior-grade standard alignment. Because items in the easyCBM<sup>®</sup> formative assessment system are designed to sensitively assess and monitor low-performing students, including those with disabilities, certain items might better align to prerequisite skills to on-grade mastery as opposed to an on- or prior-grade standards. If reviewers deemed that an item *was*



*aligned* to an on- or prior-grade CCSS, they were asked to type the unique CCSS identification code of the aligning standard into a textbox in the DIR. In these cases, reviewers were also asked to indicate the strength of alignment of (1 = *somewhat linked*, or 2 = *direct link*) to the aligning standard.

### **Data Preparation and Analysis**

Data from both Phase 1 and 2 were combined for data cleaning and analysis. Within the CCSS, standards are sometimes broken down into substandards. In our first data cleaning step, such substandards were collapsed into their parent standard; for example, substandards 1.NBT.2a and 1.NBT.2b were collapsed into parent standard 1.NBT.2. Next, two types of errors that we found characteristic to the Phase 2 data were corrected before conducting any analysis. First, if a reviewer chose a standard for a given item but the strength of alignment between the item and the standard was indicated as 0, we deleted the standard given for the item and treated it as an item that was not aligned to any particular CCSS. Second, if a rater did not choose any standard for a given item but the strength of alignment between the item and the standard was indicated as greater than 0, we edited the strength of alignment to 0. On average, approximately three strength ratings were edited to 0 (0.02%) across all grade-level seasonal benchmarks used in the study. We acknowledge that these error checks and resulting editing of data are a conservative approach given that it is likely that many of these errors were the result of raters' unintentional typing mistakes. However, based on the study design, any math item that was identified as being aligned to a standard should have had a strength rating greater than 0, and any item with a strength rating greater than 0 should have been paired with a standard. Thus, we deemed it inappropriate to presume if or where a rater's error had been made, so the data were treated as missing.

After completing data cleaning, first, we counted the frequency of standards chosen for each item. The most frequently provided standard was identified as the “primary standard” for a given item. If there were two competing standards for a given item with no clear majority (e.g. two raters chose one standard and two other two raters chose another standard), then both standards were identified as “primary standards”. Any standard that was not identified as a primary standard, but was identified by at least one rater as being aligned, was listed as a secondary standard. If there was no primary standard for a given item, meaning all raters chose different standards at the same frequency, all standards were listed as secondary standards for that item.

In most cases, a total of five, not always different, standards were provided by raters and used to calculate primary and secondary standards (i.e., one standard provided per item in Phase 1, and four in Phase 2), but because Phase 1 raters were allowed to choose more than one standard for a single item, in a small percentage of cases, 6-7 standards were used in these frequency calculations. In these cases, all standards provided for a given item from both Phase 1 and 2 were considered when identifying primary and secondary standards for a given item. However, in calculating the average strength of alignment rating between a particular standard and item, we only included the strength ratings of the raters from Phase 2 because the raters in Phase 1 were not asked to give strength of alignment ratings. Thus, the total number of standards chosen by raters for a particular item may be different from the number of strength of alignment ratings used to calculate the average strength of alignment for an item. Lastly, for items that one or more reviewer indicated did not align to on- or prior-grade CCSS (a strength of alignment rating of 0) we counted the frequency of reviewers who indicated that the item aligned to a prerequisite skill to on-grade standard mastery.

## Results

Alignment results for grades 6-8 are presented below, with results displayed by item in Appendix B and by CCSS standard and domain in Appendix C. It should be noted that table notes associated with each benchmark and item table are extensive and should be read carefully, as they detail the abbreviations used to present alignment results and provide a context for the grade-level results outlined below.

### Grade 6

**Fall benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 22 of 45 math items on the fall benchmark assessment (49%) were linked to *on-grade* (grade 6) CCSS as primary standards, with an average strength of alignment rating of 1.75 across these items (Table 1, Appendix B). Of the 23 items that did not have an *on-grade* standard identified as primary, eight items were linked to a *prior-grade* (grade 5) standard that was identified as primary, with an average strength of alignment rating of 1.67 across these items. There were seven items that each had two standards identified as co-primary (PS1 and PS2 in Table 1). Fourteen items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Each of these 14 items was identified as having a CCSS linked to them as a secondary standard. While 13 of the 14 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery. The remaining item of the 14 that did not have a primary standard identified (item 29, Table 1 Appendix B) had four standards linked to it, each as secondary. In sum, 45 of 45 items on the grade 6 fall benchmark assessment (100%) were rated as aligned to *on-* or *prior-grade* CCSS.

Of the four standards comprising the *Geometry* domain from the *on-grade* (grade 6) CCSS (Tables 1-2, Appendix C), none were linked as a primary standard to items on the fall benchmark, though three of the four standards were linked as secondary standards ( $n = 3$  items). Of the three standards representing the *Ratios and Proportional Relationships* domain, two were identified as primary standards ( $n = 11$  items), and three standards were linked as secondary standards ( $n = 11$  items) to items on the fall benchmark. Of the eight standards comprising the *Number System* domain, none were linked as a primary standard to items from the fall benchmark, and two were linked as secondary standards ( $n = 2$  items). Of the nine standards representing the *Expressions and Equations* domain, six were identified as primary standards ( $n = 15$  items), and seven standards were linked as secondary ( $n = 26$  items). Lastly, of the five standards comprising the *Statistics and Probability* domain, none were identified as a primary standard, while two of the five standards were linked to the fall benchmark items as secondary ( $n = 4$  items).

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 5) CCSS (Tables 1-2, Appendix C), none were linked as primary or secondary standards to items on the fall benchmark. Of the three standards representing the *Operations and Algebraic Thinking* domain, none were linked as primary or secondary standards to items. Of the seven standards comprising the *Numbers and Operations in Base Ten* domain, two were linked as primary standards to items from the fall benchmark ( $n = 2$  items), and two were linked as secondary ( $n = 6$  items). Of the seven standards representing the *Number and Operations-Fractions* domain, four were identified as primary standards ( $n = 8$  items), while five were linked as secondary standards ( $n = 7$  items). Lastly, of the five standards comprising the *Measurement and Data* domain, none were linked as primary or secondary standards to items on the fall benchmark.

**Winter benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 26 of 45 math items on the winter benchmark assessment (58%) were linked to *on-grade* (grade 6) CCSS as primary standards, with an average strength of alignment rating of 1.74 across these items (Table 2 Appendix B). Of the 19 items that did not have an *on-grade* standard identified as primary, nine items were linked to a *prior-grade* (grade 5) standard that was identified as primary, with an average strength of alignment rating of 1.65 across these items. Nine items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to *on-* or *prior-grade* CCSS. Each of these nine items was identified as having a CCSS linked to them as a secondary standard. Five of the nine items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery. The remaining item of the nine that did not have a primary standard identified (item 26, Table 2, Appendix B) had four standards linked to it, each as secondary. In sum, 45 of 45 items on the grade 6 winter benchmark assessment (100%) were rated as aligned to *on-* or *prior-grade* CCSS.

Of the four standards comprising the *Geometry* domain from the *on-grade* (grade 6) CCSS (Tables 3-4, Appendix C), none of the four standards were linked as a primary or secondary standard to items on the winter benchmark. Of the three standards representing the *Ratios and Proportional Relationships* domain, two were identified as primary standards ( $n = 10$  items), and three standards were linked as secondary ( $n = 9$  items) to items on the winter benchmark. Of the eight standards comprising the *Number System* domain, one was linked as a primary standard ( $n = 5$  items) to items from the winter benchmark, and two were linked as secondary standards ( $n = 4$  items). Of the nine standards representing the *Expressions and Equations* domain, five were identified as primary standards ( $n = 11$  items), and six were linked

as secondary standards ( $n = 20$  items). Lastly, of the five standards comprising the *Statistics and Probability* domain, none were identified as a primary or secondary standard to items on the winter benchmark.

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 5) CCSS (Tables 3-4, Appendix C), none were linked as primary or secondary standards to items on the winter benchmark. Of the three standards representing the *Operations and Algebraic Thinking* domain, one was linked as a primary standard ( $n = 2$  items), and two were linked as secondary standards to items on the winter benchmark ( $n = 2$  items). Of the seven standards comprising the *Numbers and Operations in Base Ten* domain, two were linked as primary standards to items from the winter benchmark ( $n = 3$  items), and two were linked as secondary standards ( $n = 2$  items). Of the seven standards representing the *Number and Operations-Fractions* domain, three were identified as primary ( $n = 4$  items), and three standards were linked as secondary ( $n = 6$  items). Lastly, of the five standards comprising the *Measurement and Data* domain, none were linked as a primary or secondary standard to items on the winter benchmark.

**Spring benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 27 of 45 math items on the spring benchmark assessment (60%) were linked to *on-grade* (grade 6) CCSS as primary standards, with an average strength of alignment rating of 1.64 across these items (Table 3, Appendix B). Seven items were linked to a *prior-grade* (grade 5) standard that was identified as primary, with an average strength of alignment rating of 1.56 across these items. There was one item that was linked to both *on-* and *prior-grade* standards that were identified as primary (PS1 and PS2 in Table 3). Nine items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Seven of these nine items were identified as having a CCSS linked to

them as a secondary standard. Three of the nine items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery. The remaining three items of the nine that did not have a primary standard identified (items 21, 24 and 26, Table 3, Appendix B) each had four standards linked to them, each as secondary. In sum, 43 of 45 items on the grade 6 spring benchmark assessment (96%) were rated as aligned to *on-* or *prior-grade* CCSS.

Of the four standards comprising the *Geometry* domain from the *on-grade* (grade 6) CCSS (Tables 5-6, Appendix C), one was linked as a primary standard to items on the spring benchmark ( $n = 1$  item), and two of the four standards were linked as secondary standards ( $n = 2$  items). Of the three standards representing the *Ratios and Proportional Relationships* domain, two were identified as primary standards ( $n = 12$  items), and three were linked as secondary standards ( $n = 5$  items) to items the spring benchmark. Of the eight standards comprising the *Number System* domain, two were linked as primary standards to items from the spring benchmark ( $n = 2$  items), and one was linked as a secondary standard ( $n = 3$  items). Of the nine standards representing the *Expressions and Equations* domain, six were identified as primary standards ( $n = 16$  items), and six standards were linked as secondary ( $n = 25$  items). Lastly, of the five standards comprising the *Statistics and Probability* domain, none were identified as a primary standard, while two of the five standards were linked to spring benchmark items as a secondary standard ( $n = 5$  items).

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 5) CCSS (Tables 5-6, Appendix C), none were linked as primary or secondary standards to items on the spring benchmark. Of the three standards representing the *Operations and Algebraic Thinking* domain, one was linked as a primary standard to items on the spring benchmark ( $n = 1$

item), and two were linked as secondary standards ( $n = 4$  items). Of the seven standards comprising the *Numbers and Operations in Base Ten* domain, one was linked as a primary standard to items from the spring benchmark ( $n = 2$  items), and four standards were linked as secondary ( $n = 6$  items). Of the seven standards representing the *Number and Operations-Fractions* domain, three were identified as primary standards ( $n = 5$  items), and five standards were linked as secondary ( $n = 8$  items). Lastly, of the five standards comprising the *Measurement and Data* domain, none were linked as primary or secondary standards to items on the spring benchmark.

## Grade 7

**Fall benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 16 of 45 math items on the fall benchmark assessment (36%) were linked to *on-grade* (grade 7) CCSS as primary standards, with an average strength of alignment rating of 1.75 across these items (Table 4, Appendix B). Fourteen items were linked to a *prior-grade* (grade 6) standard that was identified as primary, with an average strength of alignment rating of 1.85 across these items. There were two items that were linked to both *on-* and *prior-grade* standards that were identified as primary (PS1 and PS2 in Table 4). Fifteen items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to *on-* or *prior-grade* CCSS. Eleven of these 15 items were identified as having a CCSS linked to them as a secondary standard. Eight of the 15 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery, while all reviewers indicated five of these 15 items did not address a prerequisite skill. In sum, 41 of 45 items on the grade 7 fall benchmark assessment (91%) were rated as aligned to *on-* or *prior-grade* CCSS.



Of the three standards representing the *Ratios and Proportional Relationships* domain from the *on-grade* (grade 7) CCSS (Tables 7-8, Appendix C), none were identified as a primary standard, while two were linked as secondary standards ( $n = 2$  items) to the fall benchmark items. Of the three standards comprising the *Number System* domain, one was linked as a primary standard to items from the fall benchmark ( $n = 3$  items), and two were linked as secondary standards ( $n = 4$  items). Of the four standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 1$  item), and one was linked as a secondary standard ( $n = 1$  item). Of the six standards comprising the *Geometry* domain, two were linked as primary standards to items on the fall benchmark ( $n = 11$  items), and two were identified as secondary standards ( $n = 7$  items). Lastly, of the eight standards comprising the *Statistics and Probability* domain, one of the eight standards was identified as a primary standard ( $n = 1$  item), and one was linked to the fall benchmark as a secondary standard ( $n = 1$  item).

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 6) CCSS (Tables 7-8, Appendix C), one was linked as a primary standard the fall benchmark ( $n = 1$  item), and one of the four standards was linked as a secondary standard ( $n = 1$  item). Of the three standards representing the *Ratios and Proportional Relationships* domain, one was identified as a primary standard ( $n = 11$  items), and one was linked as a secondary standard ( $n = 3$  items) to the fall benchmark. Of the eight standards comprising the *Number System* domain, one was linked as a primary standard to the fall benchmark ( $n = 1$  item), while three were linked as secondary standards ( $n = 9$  items). Of the nine standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 1$  item), and two standards were linked as secondary ( $n = 2$  items). Lastly, of the five standards comprising the *Statistics and*

*Probability* domain, none were identified as a primary standard, while one was linked to the fall benchmark as a secondary standard ( $n = 1$  item).

**Winter benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 29 of 45 math items on the winter benchmark assessment (64%) were linked to *on-grade* (grade 7) CCSS as primary standards, with an average strength of alignment rating of 1.66 across these items (Table 5 Appendix B). Nine items were linked to a *prior-grade* (grade 6) standard that was identified as primary, with an average strength of alignment rating of 1.61 across these items. There were two items that were linked to both *on-* and *prior-grade* standards identified as primary (PS1 and PS2 in Table 5). Nine items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Five of these nine items were identified as having a CCSS linked to them as a secondary, while all reviewers indicated that just one of these nine items did not address a prerequisite skill. In sum, 41 of 45 items on the grade 7 winter benchmark assessment (91%) were rated as aligned to *on-* or *prior-grade* CCSS.

Of the three standards representing the *Ratios and Proportional Relationships* domain from the *on-grade* (grade 7) CCSS (Tables 9-10, Appendix C), none were identified as primary standard, while two were linked as secondary standards ( $n = 6$  items) to items on the winter benchmark. All three standards comprising the *Number System* domain were linked as primary standards to items from the winter benchmark ( $n = 7$  items), and all three were linked as secondary standards ( $n = 8$  items). Of the four standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 4$  items), and one was linked as a secondary standard ( $n = 4$  items). Of the six standards comprising the *Geometry* domain, three were linked as primary standards to items on the winter benchmark ( $n = 16$  items), and two were

identified as secondary standards ( $n = 2$  items). Lastly, of the eight standards comprising the *Statistics and Probability* domain, just one was identified as a primary standard ( $n = 2$  items), and one was linked to the winter benchmark as a secondary standard ( $n = 2$  items).

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 6) CCSS (Tables 9-10, Appendix C), none were linked as primary or secondary standards to winter benchmark items. Of the three standards representing the *Ratios and Proportional Relationships* domain, two were identified as primary standards ( $n = 6$  items), while three standards were linked as secondary standards ( $n = 4$  items) to winter benchmark items. Of the eight standards comprising the *Number System* domain, two were aligned as primary standards to items from the winter benchmark ( $n = 2$  items), and one was linked as a secondary standard ( $n = 1$  item). Of the nine standards representing the *Expressions and Equations* domain, just one was identified as a primary standard ( $n = 1$  item), while three were linked as secondary standards ( $n = 6$  items). Lastly, none of the five standards comprising the *Statistics and Probability* domain were identified as primary or secondary standards to items on the winter benchmark.

**Spring benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 30 of 45 math items on the spring benchmark assessment (67%) were linked to *on-grade* (grade 7) CCSS as primary standards, with an average strength of alignment rating of 1.70 across these items (Table 6, Appendix B). Seven items were linked to a *prior-grade* (grade 6) standard that was identified as primary, with an average strength of alignment rating of 1.81 across these items. There were six items that were linked to both *on-* and *prior-grade* standards identified as primary (PS1 and PS2 in Table 6). Twelve items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Eleven of these 12 items were identified as having a CCSS linked to them as

a secondary standard. Six of these 12 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery, while all reviewers indicated that two of these 12 items did not address a prerequisite skill. In sum, 44 of 45 items on the grade 7 spring benchmark assessment (98%) were rated as aligned to *on-* or *prior-grade* CCSS.

Of the three standards representing the *Ratios and Proportional Relationships* domain from the *on-grade* (grade 7) CCSS (Tables 11-12, Appendix C), two were identified as primary standards ( $n = 3$  items), and two were linked as secondary standards ( $n = 2$  items) to spring benchmark items. Of the three standards comprising the *Number System* domain, two were linked as primary standards to items from the spring benchmark ( $n = 8$  items), and two were linked as secondary standards ( $n = 11$  items). Of the four standards representing the *Expressions and Equations* domain, two were identified as primary standards ( $n = 4$  items), and two were linked as secondary standards ( $n = 4$  item). Three of the six standards comprising the *Geometry* domain were linked as primary standards to items on the spring benchmark ( $n = 14$  items), while two were identified as secondary standards ( $n = 2$  items). Lastly, just one of the eight standards comprising the *Statistics and Probability* domain was identified as a primary standard ( $n = 1$  item), and two were linked to spring benchmark items as secondary standards ( $n = 2$  items).

Of the four standards comprising the *Geometry* domain from the *prior-grade* (grade 6) CCSS (Tables 11-12, Appendix C), none were linked as a primary standard to items on the spring benchmark, while two of the four were linked as secondary standards ( $n = 2$  items). Of the three standards representing the *Ratios and Proportional Relationships* domain, one was identified as a primary standard ( $n = 6$  items), while three were linked as secondary standards ( $n = 9$  items) to spring benchmark items. Of the eight standards comprising the *Number System* domain, just one was linked as a primary standard to items from the spring benchmark ( $n = 1$

item), while two were linked as secondary standards ( $n = 4$  items). None of the nine standards representing the *Expressions and Equations* domain were identified as a primary standard, while two standards were linked as secondary standards ( $n = 3$  items). Lastly, of the five standards comprising the *Statistics and Probability* domain, none were identified as either a primary or secondary standard to items on the spring benchmark.

## Grade 8

**Fall benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 16 of 45 math items on the fall benchmark assessment (36%) were linked to *on-grade* (grade 8) CCSS as primary standards, with an average strength of alignment rating of 1.91 across these items (Table 7 Appendix B). Ten items were linked to a *prior-grade* (grade 7) standard that was identified as primary, with an average strength of alignment rating of 1.07 across these items. There were three items that were linked to both an *on-* and *prior-grade* standard identified as primary (PS1 and PS2 in Table 7). Sixteen items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. All sixteen of these items were identified as having a CCSS linked to them as a secondary. Three of these 16 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery, while all reviewers indicated two of these 16 items did not address a prerequisite skill. The remaining three items of the 16 that did not have a primary standard identified (items 4, 13 and 14, Table 7, Appendix B) each had four standards linked to them, each as secondary. In sum, 41 of 45 items on the grade 8 winter benchmark assessment (91%) were rated as aligned to *on-* or *prior-grade* CCSS by at least one reviewer.

All five *on-grade* CCSS (grade 8) were linked to items on the fall benchmark (Tables 13-14, Appendix C). Of the two standards comprising the *Number Sense* domain from the *on-grade* CCSS, none were linked as primary or secondary standards to items on the fall benchmark. Of the eight standards representing the *Expressions and Equations* domain, one was linked as a primary standard ( $n = 3$  items), while four were linked as secondary standards ( $n = 6$  items) to items on the fall assessment. Of the five standards representing the *Functions* domain, three were linked to items on the fall benchmark ( $n = 7$  items), while four were linked as secondary standards ( $n = 13$  items). Of the nine standards comprising the *Geometry* domain, one linked as primary standards to items from the fall benchmark ( $n = 5$  items), while three were linked as secondary standards ( $n = 9$  items). Of the four standards representing the *Statistics and Probability* domain, one was identified as a primary standard ( $n = 1$  item), while none were linked as secondary standards to items on the fall benchmark assessment.

Of the three standards representing the *Ratios and Proportional Relationships* domain from the *prior-grade* (grade 7) CCSS (Tables 13-14, Appendix C), none were identified as primary standards, while one was linked as a secondary standard ( $n = 2$  items) to fall benchmark items. None of the three standards comprising the *Number System* domain were linked as primary or secondary standards. Of the four standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 4$  items), while two were linked as secondary standards ( $n = 3$  items). Of the six standards comprising the *Geometry* domain, two were linked as primary standards to items on the fall benchmark ( $n = 5$  items), and two were identified as secondary standards ( $n = 7$  items). Lastly, of the eight standards comprising the *Statistics and Probability* domain, two were identified as primary standards ( $n = 4$  items); these same two standards were also linked to the fall benchmark as secondary standards ( $n = 15$  items).

**Winter benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 22 of 45 math items on the winter benchmark assessment (49%) were linked to *on-grade* (grade 8) CCSS as primary standards, with an average strength of alignment rating of 1.96 across these items (Table 8, Appendix B). Four items were linked to *prior-grade* (grade 7) standards that were identified as primary, with an average strength of alignment rating of 1.25 across these items. Nineteen items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Eighteen of these 19 items were identified as having a CCSS linked to them as a secondary standard. Six of the 19 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery, all reviewers indicated that one of these 19 items did not address a prerequisite skill. In sum, 44 of 45 items on the grade 8 winter benchmark assessment (98%) were rated as aligned to *on-* or *prior-grade* CCSS by at least one reviewer.

Four of five *on-grade* CCSS (grade 8) were linked to items on the winter benchmark (Tables 15-16, Appendix C). Neither of the two standards comprising the *on-grade Number Sense* domain were linked as primary or secondary standards to items on the winter benchmark. Of the eight standards representing the *Expressions and Equations* domain, one was linked as a primary standard ( $n = 1$  item), and one was linked as a secondary standard ( $n = 6$  items) to the winter assessment. Of the five standards representing the *Functions* domain, three were linked to items on the fall benchmark ( $n = 11$  items); these same three standards were linked as secondary ( $n = 7$  items). Of the nine standards comprising the *Geometry* domain, two were linked as primary standards to items from the fall benchmark ( $n = 9$  items), while four were linked as secondary standards ( $n = 11$  items). None of the four standards representing the *Statistics and*

*Probability* domain were identified as a primary standard, while one was linked as a secondary standard ( $n = 1$  item) to the eighth grade winter benchmark assessment.

Of the three standards representing the *Ratios and Proportional Relationships* domain from the *prior-grade* (grade 7) CCSS (Tables 15-16, Appendix C), one was identified as a primary standard to an item on the winter benchmark, and the same standard was linked as secondary ( $n = 2$  items). None of the three standards comprising the *Number System* domain were linked as primary standard, while one was linked as a secondary standard ( $n = 1$  item). Of the four standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 1$  item), while two were linked as secondary standards ( $n = 3$  items). Of the six standards comprising the *Geometry* domain, one was linked as a primary standard to items on the winter benchmark ( $n = 2$  items), while three were identified as secondary standards ( $n = 7$  items). Lastly, none of the eight standards comprising the *Statistics and Probability* domain were identified as primary standards, while two were linked to the winter benchmark as secondary standards ( $n = 14$  items).

**Spring benchmark assessment.** Across the five reviewers in Phase 1 and Phase 2 of the study, 20 of 45 math items on the fall benchmark assessment (44%) were linked to *on-grade* (grade 8) CCSS as primary standards, with an average strength of alignment rating of 1.81 across these items (Table 9 Appendix B). Eight items were linked to a *prior-grade* (grade 7) standard that was identified as primary, with an average strength of alignment rating of 1.31 across these items. There was one item that was linked to both an *on-* and *prior-grade* standard identified as primary (PS1 and PS2 in Table 9). Sixteen items were identified as not linked to the CCSS, meaning that the majority of reviewers indicated these items were *not aligned* to either *on-* or *prior-grade* CCSS. Each of these 16 items was identified as having a CCSS linked to them as a



secondary standard by at least one reviewer. Three of these 16 items had at least half the reviewers indicate they were aligned to a prerequisite skill necessary for *on-grade* mastery, while all reviewers indicated two of these 16 items did not address a prerequisite skill. The remaining item of the 16 that did not have a primary standard identified (item 5, Table 7, Appendix B) had four standards linked to it, each as secondary. In sum, 45 of 45 items on the grade 8 spring benchmark assessment (100%) were rated as aligned to *on-* or *prior-grade* CCSS by at least one reviewer.

Four of five *on-grade* CCSS (grade 8) were linked to items on the spring benchmark (Tables 17-18, Appendix C). Neither of the two standards comprising the *on-grade Number Sense* domain were linked as a primary standard, while one was linked as a secondary standard to an item on the spring benchmark. One of the eight standards representing the *Expressions and Equations* domain was linked as a primary standard ( $n = 2$  items), while two were linked as secondary standards ( $n = 6$  items) to the spring benchmark. Of the five standards representing the *Functions* domain, two were linked to items on the fall benchmark ( $n = 10$  items), whereas all five standards were linked as secondary ( $n = 14$  items). Of the nine standards comprising the *Geometry* domain, two were linked as primary standards to items from the fall benchmark ( $n = 7$  items), while five were linked as secondary standards ( $n = 10$  items). Just one of the four standards representing the *Statistics and Probability* domain was identified as a primary standard ( $n = 2$  items), while two were linked as secondary standards ( $n = 3$  items) to the eighth grade spring benchmark assessment.

None of the three standards representing the *Ratios and Proportional Relationships* domain from the *prior-grade* (grade 7) CCSS (Tables 17-18, Appendix C) were identified as primary or secondary standards to items on the spring benchmark. Similarly, none of the three

standards comprising the *Number System* domain were linked as primary standard or secondary standards. Of the four standards representing the *Expressions and Equations* domain, one was identified as a primary standard ( $n = 1$  item) and the same standard was linked as secondary ( $n = 1$  item). Of the six standards comprising the *Geometry* domain, three were linked as primary standards to items on the spring benchmark ( $n = 5$  items), while four were identified as secondary standards ( $n = 7$  items). Lastly, two of the eight standards from the *Statistics and Probability* domain were identified as primary standards ( $n = 2$  items), while three were linked to the spring benchmark as secondary standards ( $n = 17$  items).

### Discussion

Alignment of items from the easyCBM<sup>®</sup> grade 6-8 benchmark assessments appears relatively strong given that the items were originally written to the NCTM Curriculum Focal Points, though gaps in alignment are present.

### Grade 6

Overall, alignment of the sixth grade easyCBM<sup>®</sup> benchmark assessments to the CCSS appears stronger *on-grade* compared to *prior-grade* (Tables 1-6, Appendix C). Alignment at the CCSS *on-grade* domain level appears generally strong. Four of five *on-grade* (grade 6) CCSS domains have items that are aligned, both as primary and secondary standards; the only exception is the *Statistics and Probability* domain. Among the five *prior-grade* (grade 5) CCSS domains, three domains, *Operations and Algebraic Thinking*, *Number and Operations in Base Ten*, and *Number and Operations-Fractions*, have items that are aligned, both as primary and secondary standards; however, the *Geometry* and *Measurement and Data* domains were not aligned to any items on the grade 6 benchmark assessments. Of the five *on-grade* domains, the *Number System* (three of eight standards addressed by just 10 items), *Geometry* (three of four

standards addressed by just 5 items), and *Statistics and Probability* (two of five standards addressed by 14 items) domains appear underrepresented, while the *Ratio and Proportional Relationships* domain (58 items) and the *Expressions and Equations* domain (113 items) appear overrepresented across the grade 6 benchmark assessments.

Although alignment at the domain level appears reasonable, there are several standards that appear to be underrepresented on the grade 6 benchmark assessments. Overall, there were ten *on-grade* CCSS that were not represented across the benchmark assessments. For example, only three of the eight standards (6.NS.1, 6.NS.2 and 6.NS.3) in the *Number System* domain were represented. Additional *on-grade* standards that seem underrepresented include: 6.EE.8, 6.EE.9, 6.G.1, 6.G.2, 6.G.3, 6.G.4, 6.SP.1, 6.SP.2, 6.SP.3, and 6.SP.4. While some *on-grade* standards appear to be underrepresented on the grade 6 benchmarks, some appear overrepresented. For instance, standards 6.RP.3 and 6.EE.2 have 36 items each linked to them either as primary or secondary standards. Standards comprising the *Expressions and Equations* domain and the *Ratio and Proportional Relationships* domain appear reasonably represented.

Among the *prior-grade* standards, some were better represented than others and alignment appears sparse in some areas. For example, 81% of items aligned to the *Number and Operations in Base Ten* domain were linked to standard 5.NBT.3 (8 items) or 5.NBT.7 (9 items). Approximately 35% of items aligned to the *Number and Operations-Fractions* domain were linked to standard 5.NF.4. Given that these assessments are intended to assess and monitor the growth of low performing students, addressing prior-grade domains and standards may warrant further consideration. Assessment development at the grade 6 level will focus on adding additional items to address the following sixth grade CCSS: *Number System* Standards 4-8,

*Expressions and Equations* Standards 8 and 9, *Geometry* Standards 1-4, and *Statistics and Probability* Standards 1-4.

## **Grade 7**

Alignment of the seventh grade easyCBM<sup>®</sup> benchmark assessments to the CCSS appears stronger *on-grade* compared to *prior-grade* (Tables 7-12, Appendix C). Overall, alignment at the *on-grade* (grade 7) CCSS domain level appears relatively strong. All five grade 7 CCSS domains have items aligned to them, both as primary and secondary standards. Four of five *prior-grade* (grade 6) CCSS domains have items aligned to them, both as primary and secondary standards; the only exception is the *Statistics and Probability* domain. The *on-grade Statistics and Probability* domain appears underrepresented (three of eight standards addressed by just 9 items), while the *Number System* domain (41 items) and the *Geometry* domain (52 items) are likely overrepresented across the grade 7 benchmark assessments.

Although alignment at the domain level appears reasonable, there are several *on-grade* standards that appear to be underrepresented on the grade 7 benchmark assessments. Overall, there were nine *on-grade* CCSS standards that were not represented across the benchmark assessments. For example, only three of the eight standards in the *Statistics and Probability* domain were represented (7.SP.5, 7.SP.6, and 7.SP.7). Additional *on-grade* standards that seem underrepresented include: 7.EE.2, 7.G.2, 7.G.3, and 7.G.5. While some *on-grade* standards appear to be underrepresented on the grade 7 benchmarks, at least one standard might be overrepresented. For instance, 7.G.4 has 29 items aligned to it as primary or secondary across the grade 7 benchmarks. Overall, standards comprising the *Ratio and Proportional Relationships*, the *Number System*, and the *Expressions and Equations* domains were well represented.

Among the *prior-grade* standards (grade 6), some were better represented than others and alignment appears sparse in some areas. For example, the *Ratio and Proportional Relationships* domain was reasonably represented and the standards comprising this domain were well represented as well. In contrast, standards comprising the *Number System* (5 out of 8 standards not represented) and *Statistics and Probability* (4 out of 5 standards not represented) appeared underrepresented. Standard 6.RP.3 appears overrepresented because approximately 67% of items aligned to the *Ratio and Proportional Relationships* domain were linked to this standard (26 items). Given that these assessments are intended to assess and monitor the growth of low performing students, addressing prior-grade domains and standards may warrant further consideration. Assessment development at the grade 7 will focus on adding additional items to address the following seventh grade from CCSS: *Expressions and Equations* Standard 2, *Geometry* Standards 2, 3, and 5, and *Statistics and Probability* Standards 2 to 4 and 8.

## **Grade 8**

Overall, alignment of the eighth grade easyCBM® benchmark assessments to the CCSS appears stronger *on-grade* compared to *prior-grade* (Tables 13-18, Appendix C). Alignment at the CCSS *on-grade* domain level appears generally strong. All five *on-grade* (grade 8) CCSS domains have items that are aligned, both as primary and secondary standards, though some domains appear better represented than others. All five *prior-grade* (grade 7) CCSS domains have items that are aligned, both as primary and secondary standards; however, notable gaps are present at the *prior-grade* standard level. Of the five *on-grade* domains, the *Number System* (one of two standards addressed by just one item) and *Statistics and Probability* (two of four standards addressed by 7 items) domains appear the most underrepresented, while the *Functions* domain (62 items) may be overrepresented across the grade 8 benchmark assessments.

Although alignment at the domain level appears reasonable, there are several standards that appear to be underrepresented on the grade 8 benchmark assessments. Overall, there were ten *on-grade* CCSS that were not represented across the benchmark assessments and others that appear underrepresented. *On-grade* standards that were not linked to any items or that seem underrepresented include: 8.NS.1, 8.NS.2, 8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4, 8.EE.5, 8.F.2, 8.F.5, 8.G.1, 8.G.2, 8.G.3, 8.G.8, 8.G.9, 8.SP.1, 8.SP.2, 8.SP.3 and 8.SP.4. While some *on-grade* standards appear to be underrepresented on the grade 8 benchmarks, at least two standards, 8.F.3 and 8.F.4, appear overrepresented.

Among the *prior-grade* standards, some were better represented than others and alignment appears sparse in some areas. For example, 79% of items aligned to the *Statistics and Proportional Relationships* domain were linked to standard 7.SP.3 (41 items), while four standards (7.SP.5 through 7.SP.8) were not aligned to any items. Similarly, 45% of items aligned to the *Geometry* domain were linked to standard 7.G.5 (15 items). Given that these assessments are intended to assess and monitor the growth of low performing students, addressing prior-grade domains and standards may warrant further consideration. Assessment development at the grade 8 level will focus on adding additional items to address the following sixth grade CCSS: *Number System* Standards 1-2, *Expressions and Equations* Standards 1-5, *Functions* Standards 2 and 5, *Geometry* Standards 1-3 and 8-9, and *Statistics and Probability* Standards 1-4.

### **Conclusion**

The results presented in this technical report yield a picture of overall alignment of the grades 6-8 easyCBM® benchmark assessments in mathematics to the CCSS at both the domain and standard levels, while also identifying patterns to use as a basis for developing new math items designed to address the current gaps in CCSS alignment. Overall, a fairly stable pattern

holds true across all three grades, with approximately 99% of sixth grade items, 93% of seventh grade items, and 96% of eighth grade items aligned to either *on-* or *prior-grade* CCSS. This overall pattern of alignment, however, is not without areas of concern. In particular, results of this study suggest that some standards within CCSS are overrepresented on the existing easyCBM<sup>®</sup> assessments, while others are underrepresented.

Results of this study provide clear guidance into areas within the CCSS for which the current easyCBM<sup>®</sup> assessments are insufficiently aligned. Not surprisingly, these gaps between the easyCBM<sup>®</sup> assessments and the CCSS are reflective of the gaps between the CCSS and the NCTM Focal Point Standards, on which the easyCBM<sup>®</sup> assessments were based. Assessment development within the easyCBM<sup>®</sup> system for School Year 2012-2013 will focus on writing additional mathematics items addressing the CCSS that are currently underrepresented within the measures.

## References

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- National Governors Association Center for Best Practices - Council of Chief State School Officers. (2010). *Common Core State Standards*. National Governors Association Center for Best Practices and Council of Chief State School Officers, Washington D.C.
- Nese, J. F. T., Lai, C. F., Anderson, D., Park, B. J., Tindal, G., & Alonzo, J. (2010). The Alignment of easyCBM Math Measures to Curriculum Standards (Technical Report No. 1002). Eugene, OR: Behavioral Research and Teaching, University of Oregon.



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**Appendix A**

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**easyCBM Math Measures Alignment Questionnaire**  
**Behavioral Research and Teaching**  
<http://www.brtprojects.org/>



Greetings! I am writing to you because through a link on the easycbm.com website, you have expressed interest in participating in an alignment study of easyCBM math measures to the Common Core State Standards (CCSS). Before the study begins, you will need to provide answers to some questions to confirm that you meet the requirements to participate.

As a reminder, you can view the study details at: <http://www.brtprojects.org/about/current-research-project?id=10>

Please answer the following questions designed to gauge potential participant expertise in alignment studies of K-8 mathematics measures to the CCSS. You may type your answers directly in this document or in an email reply.

1. Detail the following information regarding your expertise in the area of standards-based mathematics curriculum and instruction:
  - a. District/School/City, State –
  - b. Current position title/grade –
  - c. Years teaching in this position –
  - d. Degree(s) earned –
  - e. Familiarity with Common Core State Standards -
  - f. Other relevant background in mathematics standards-based curriculum/instruction –
2. Indicate the grades (K-8) for which you feel strongly qualified to rate the alignment of mathematics assessments to the CCSS.
3. Are you available for a 45-minute webinar in early Spring?
4. In addition to the webinar, are you able to dedicate 3 hours per grade to complete the alignment study? For example, if you are qualified to rate alignment for grades 3 and 4, you would spend up to 6 hours, 3 hours per grade, completing each review.

Thank you for your interest.

P. Shawn Irvin - [pirvin@uoregon.edu](mailto:pirvin@uoregon.edu)  
Research Assistant BRT

# easyCBM<sup>®</sup> Math Measures Alignment Study

*Project Manager*

*P. Shawn Irvin*

*Behavioral Research and Teaching, University of Oregon*



## Study Purpose and Context

- Common Core Standards (CCS) provide unified expectations for developing math skills in grades K-12.
  - Will be officially put into practice by most states in 2014 – many districts are preparing now
- ➔ Understanding the alignment of easyCBM<sup>®</sup> math measures to the CCS is critical for strengthening alignment as a basis for valid score interpretation and instructional decision-making

## Three Parts to the Study

1. easyCBM® K-8 Math Items
2. The Common Core Standards
3. The Distributed Item Review (DIR) Website

## easyCBM® K-8 Math Items

- Written to NCTM focal point standards
- 3 benchmark tests in each grade, 45 items each, administered in fall, winter and spring
- Identify low-performing students as an impetus for progress monitoring and intervention (i.e., RTI)
- Widespread access and use → over 220,000 teachers and over two million students!

<http://www.brtprojects.org/>

## Common Core Standards

*"I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma."* - President Obama, Address to Joint Session of Congress, February 24, 2009

- College and Career Readiness Movement
- Teacher/state-led effort to establish shared math standards across grades K-12
- 45 states have adopted
- Curricula and assessments coming

<http://www.corestandards.org/>

## Distributed Item Review (DIR)

A web-based system for presenting **test items** to **experts** across a **broad geographic region** so they can **review** them for important dimensions of **bias, sensitivity, and alignment with standards**.

## Your Role in the Study

1. Complete a short, 3-item proficiency training DIR Review
2. Using the DIR, complete main review to determine the alignment of 135 grade-level easyCBM® math items to:
  - **On**-grade CCS  
or
  - **Prior**-grade CCS  
or
  - **Essential skills** necessary for on-grade standard mastery

## **Step One:** Review and Become Familiar with On- and Prior-grade CCS Relevant to Your Items

e.g., Grade 8 Items – Review Grade 8 and Grade 7 CCS

## CCS Organization

**Domain** → **Cluster** → **Standards**

**Unique ID** for each standard within each domain and grade

e.g., 3.NBT.1, 3.NBT.2, ...

## CCS Resources (accessible in DIR)

**CCS PDFs and Tables**

**Resources**

- Grades 5-6: Math Common Core Standards [\(n\)](#)
- Grades 6-7: Math Common Core Standards [\(n\)](#)
- Grades 7-8: Math Common Core Standards [\(n\)](#)
- Grade 8: (Table) Math Common Core Standards [\(n\)](#)
- Grade 7: (Table) Math Common Core Standards [\(n\)](#)
- Grade 6: (Table) Math Common Core Standards [\(n\)](#)
- Grade 5: (Table) Math Common Core Standards [\(n\)](#)

**Instructions**

Please carefully review the following 135 grade-level math items for alignment to on-grade, prior-grade and on-grade essential skills.

Please make sure you have completed the training review before Monday, April 2nd, 2012.

If there are any questions concerning this study, please contact Shawn Irvin, the project manager for this study, at [pirvin@uoregon.edu](mailto:pirvin@uoregon.edu). Should you have any technical problems or questions concerning the DIR website, please click the "Contact" tab at the top of any page of the review.

Thank you for your time and expertise!

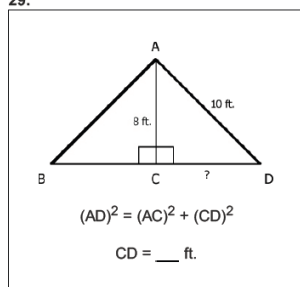
[Begin Review »](#)

## **Step Two:** Determine Math Item Alignment to On- or Prior-grade CCS or to Essential Skills for On-grade Mastery

e.g., a given math item will align on-grade or prior-grade or to a skill essential for on-grade mastery

## **On-grade CCS Alignment:** **Directly Linked**

29.



- A. 6  
B. 18  
C. 12

Geometry **8.G**

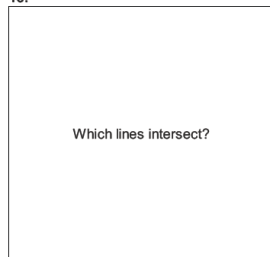
**7.** Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

**This grade 8 item is directly aligned to standard 8.G.7**



### On-grade CCS Alignment: Somewhat Linked

13.



- A.  $y = x + 2$   
 $y = -x + 4$   
 B.  $y = x + 4$   
 $y = x - 4$   
 C.  $y = 2x + 7$   
 $y = 2x - 7$

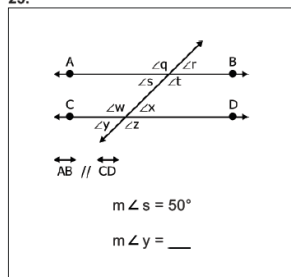
Expressions and Equations  
**8.EE**

**8a.** Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

**This grade 8 item is somewhat aligned to standard 8.EE.8a**

### Prior-grade CCS Alignment: Directly Linked

25.



- A.  $100^\circ$   
 B.  $130^\circ$   
 C.  $50^\circ$

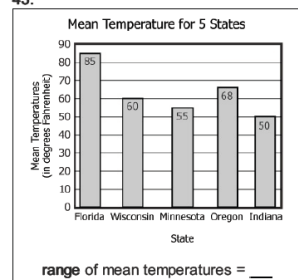
Geometry **7.G**

**5.** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

**This grade 8 item is directly aligned to prior-grade standard 7.G.5**

## Prior-grade CCS Alignment: Somewhat Linked

43.



- A. 40°  
B. 35°  
C. 50°

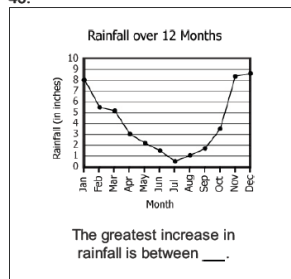
Statistics and Probability 7.SP

4. Use measures of center and measures of variability for numerical data *from random samples to draw informal comparative inferences* about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

**This grade 8 item is somewhat aligned to prior-grade standard 7.SP.4**

## Skill Addressed: Essential Skill for On-grade CCS Mastery

45.



- A. July and August  
B. January and February  
C. October and November

Statistics and Probability 8.SP

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

This grade 8 item is neither directly nor somewhat aligned to standard 8.SP.1, but addresses an **essential skill for on-grade standard mastery**:

i.e., comparing points in a scatter plot

...let's pause for a moment.

Do you have any questions or comments concerning review of the CCS, or how you will determine the alignment of math items to CCS and skills essential for on-grade standard mastery?

**Accessing the DIR**  
Log on to the DIR website:  
<http://www.brtitemreview.com/shawndir>



**Distributed Item Review**  
UO Behavioral Research and Teaching

Log in | Register | Home

CONTACT REQUIREMENTS

Behavioral Research and Teaching - Distributed Item Review

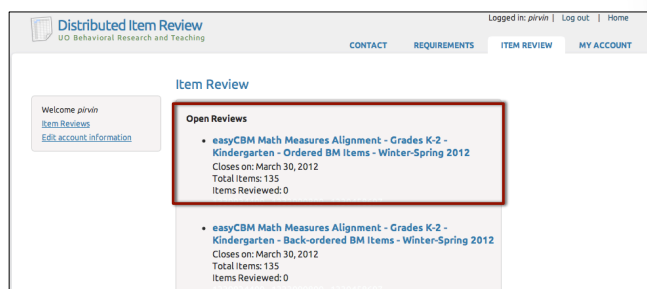
Distributed Item Review is one of the projects at Behavioral Research and Teaching (BRT). The intent of this website is to collect data from the ratings that teachers and education specialists make on individual test items.

BRT is comprised of a small group of researchers conducting research and development in student academic assessment. The shop is funded from federal grants and state contracts and is comprised of faculty, staff, and students committed to the development of effective educational programs for all students. For more information on BRT see the home website: <http://www.brtprojects.org/>.

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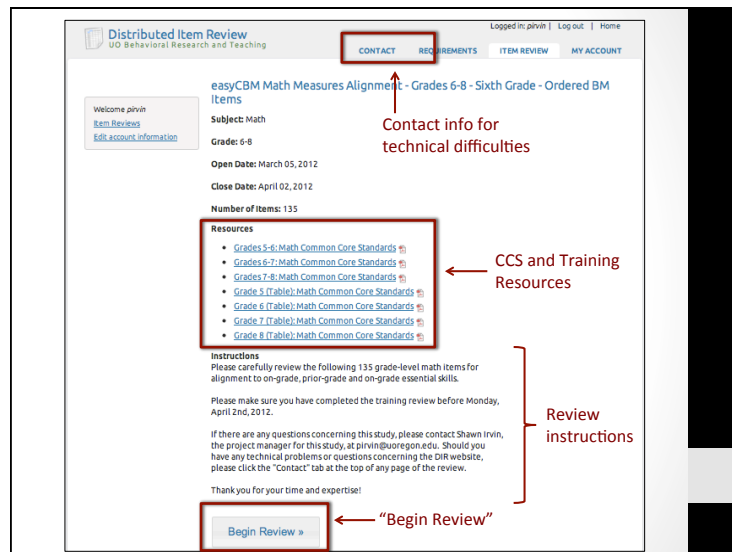
## Accessing the DIR

Access an open review by clicking on the title of your first review



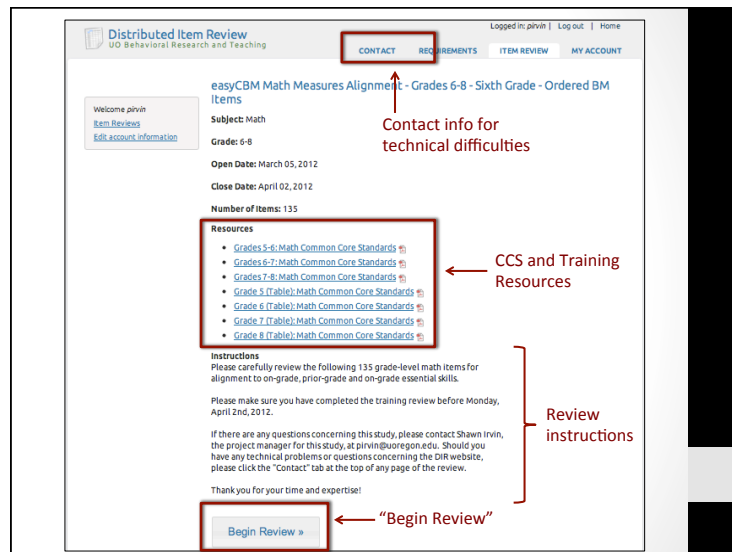
## Accessing the DIR

1. Carefully look over the specifics of the open review you have selected:
  - Review details (dates, # items)
  - Resources → CCS PDFs and Tables
  - Instructions
2. Get started by clicking on “Begin Review”



## Reviewing Items on the DIR

1. Answer/complete **all questions appropriate** for a given item
2. Resources still accessible on item pages
3. **CRITICAL!** Click "Save and Continue" to save your responses and move to the next item
4. Check your progress, and stop and restart a review using "green checks"



## Reviewing Items on the DIR

1. Answer/complete **all questions appropriate** for a given item
2. Resources still accessible on item pages
3. **CRITICAL!** Click "Save and Continue" to save your responses and move to the next item
4. Check your progress, and stop and restart a review using "green checks"

Item list and checks

Use green checks to check progress, and stop and restart your review

Item 1 of 135

- ✓ 6.F.6.1
- ✓ 6.F.6.2
- ✓ 6.F.6.3
- 6.F.6.4
- 6.F.6.5
- 6.F.6.6
- 6.F.6.7
- 6.F.6.8
- 6.F.6.9
- 6.F.6.10
- 6.F.6.11
- 6.F.6.12
- 6.F.6.13
- 6.F.6.14
- 6.F.6.15
- 6.F.6.16
- 6.F.6.17
- 6.F.6.18
- 6.F.6.19
- 6.F.6.20
- 6.F.6.21
- 6.F.6.22
- 6.F.6.23
- 6.F.6.24
- 6.F.6.25
- 6.F.6.26
- 6.F.6.27
- 6.F.6.28
- 6.F.6.29
- 6.F.6.30
- 6.F.6.31
- 6.F.6.32
- 6.F.6.33
- 6.F.6.34
- 6.F.6.35
- 6.F.6.36
- 6.F.6.37
- 6.F.6.38
- 6.F.6.39

easyCBM Math Measures Alignment - Grades 6-8 - Math - Winter-Spring 2012

6 - F.6.1

Review item

TEST ITEM

1.

Which value is least?

A. 0.1

B.  $\frac{3}{4}$

C.  $\frac{2}{5}$

Item Review Questions

Is the math item aligned to an ON-GRADE or PRIOR-GRADE Common Core Standard?  
0 = no link; 1 = somewhat linked; 2 = direct link  
☐ 0 ☐ 1 ☐ 2

Enter the name of the Common Core Standard to which the item is aligned.  
e.g., 2.NBT.1b

If you rated the alignment of the item to the CCS as 0 (zero), does the item address an important requisite skill needed for mastery of an ON-GRADE standard?  
☐ No ☐ Yes

Save and Continue

Resources

- Grades 5-6: Math Common Core Standards
- Grades 6-7: Math Common Core Standards
- Grades 7-8: Math Common Core Standards
- Grade 5 (Table): Math Common Core Standards
- Grade 6 (Table): Math Common Core Standards
- Grade 7 (Table): Math Common Core Standards
- Grade 8 (Table): Math Common Core Standards

CCS and Training Resources available on each item page

Must answer this question. → If aligned to a standard, answer as "no".

## Completing Your Item Review

1. Complete 3-item proficiency review by:  
**Monday, March 5<sup>th</sup>**
2. Complete 135-item main review by:  
**Monday, April 2<sup>nd</sup>**
3. Remember you may stop your main review and restart at the point you left off to avoid “review fatigue” and because life happens!
4. Double check there are no items left to review on “End of Review” page
5. Email Shawn when you have finished the review

**Thank you for participating!**  
**Questions / Comments?**

Shawn Irvin  
pirvin@uoregon.edu





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**Appendix B**

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Table 1  
*Item level alignment results for the easyCBM® sixth grade fall benchmark in mathematics.*

[illegible]

Table 1 cont.  
*Item level alignment results for the easyCBM® sixth grade fall benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave N	PS1 Ave	PS2	PS2 N	PS2 Ave N	PS2 Ave	SS1	SS1 N	SS1 Ave N	SS1 Ave	SS2	SS2 N	SS2 Ave N	SS2 Ave	SS3	SS3 N	SS3 Ave N	SS3 Ave	SS4	SS4 N	SS4 Ave N	SS4 Ave	SS5	SS5 N	SS5 Ave N	SS5 Ave	Total n	Req Skills
28	6.EE.2	3		2					6.EE.3	1		2	NS	1		**													5	0
29	***								6.EE.2	1		2	6.EE.2	1		2	6.EE.6	1		*	6.EE.7	1		1	NS	1		**	5	1
30	6.RP.3	3		1.33					6.EE.2	1		2	NS	1		**													5	0
31	6.RP.3	3		1.67					6.EE.2	1		2	NS	1		**													5	0
32	6.RP.3	4	3	1.67					6.RP.2	1		2																	5	0
33	6.RP.1	5	1	1.75																									5	0
34	6.RP.3	5	4	1.75																									5	0
35	NS	3		**					6.RP.2	1		1	6.RP.3	1		1													5	2
36	6.RP.1	5	4	1.75																									5	0
37	6.RP.3	2		1	NS	2		**	6.SP.5	1		1																	5	0
38	NS	3		**					6.RP.1	1		1	6.SP.5	1		1													5	0
39	6.RP.3	5	4	1.75																									5	0
40	NS	4		**					6.RP.3	1		2																	5	3
41	6.RP.3	4		1.75					6.RP.2	1		*																	5	0
42	6.RP.1	2	1	2	6.RP.3	2		1.5	6.RP.2	1		2																	5	0
43	NS	3		**					6.RP.3	2		2																	5	2
44	NS	3		**					6.G.1	1		1	6.SP.5	1		2													5	1
45	NS	2		**					6.EE.9	1		2	6.RP.2	1		1	6.RP.3	1		2									5	1

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Fall sheet, refers to the first test item on the fall benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 6.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 6.RP.3a, 6.RP.3b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 6.RP.3a, 6.RP.3b -> 6.RP.3). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 2  
*Item level alignment results for the easyCBM® sixth grade winter benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave N	PS1 Ave	PS2	PS2 N	PS2 Ave N	PS2 Ave	SS1	SS1 N	SS1 Ave N	SS1 Ave	SS2	SS2 N	SS2 Ave N	SS2 Ave	SS3	SS3 N	SS3 Ave N	SS3 Ave	SS4	SS4 N	SS4 Ave N	SS4 Ave	SS5	SS5 N	SS5 Ave N	SS5 Ave	Total n	Req Skills
1	NS	3		**					6.NS.1	1		2	5.NF.3	1		*													5	3
2	5.NBT.7	3	2	1.5					6.NS.3	2		2																	5	0
3	6.EE.3	2		1.5					6.EE.4	1		2	6.EE.2	1		1	NS	1		**									5	0
4	5.NBT.7	2		1					6.NS.3	1		2	6.EE.3	1		1	NS	1		**									5	0
5	NS	3		**					5.NBT.3	2		1																	5	2
6	NS	2		**	5.NF.1	2		1	5.NBT.7	1		1																	5	1
7	6.NS.1	5	4	1.75																									5	0
8	5.NBT.3	4	3	1.67					NS	1		**																	5	1
9	5.NF.7	4	3	1.67					5.NF.4	1		1																	5	0
10	6.NS.1	5	4	1.5																									5	0
11	6.NS.1	2		1					5.NF.4	1		2	6.NS.3	1		2	NS	1		**									5	0
12	5.NF.1	3		2					5.NF.2	1		2	NS	1		**													5	0
13	6.NS.1	5	4	1.75																									5	0
14	6.EE.5	3		1.67					5.NF.3	1		2	NS	1		**													5	0
15	6.NS.1	5	4	1.75																									5	0
16	5.NF.4	4	3	2					NS	1		**																	5	1
17	6.EE.2	3	2	2					6.EE.5	1		2	6.EE.7	1		2													5	0
18	6.EE.2	3	2	2					6.EE.7	2		2																	5	0
19	NS	3		**					6.EE.2	1		2	6.EE.7	1		2													5	2
20	6.EE.1	5	4	1.75					6.EE.2	1		*	6.EE.3	1		*													7	0
21	5.OA.1	3	2	2					6.EE.2	2		2																	5	0
22	6.EE.2	3		1					6.EE.4	1		2	NS	1		**													5	0
23	6.EE.6	2	1	2					6.EE.2	1		2	6.EE.5	1		2	5.OA.2	1		1									5	0
24	6.EE.2	4	3	1.67					6.EE.5	1		2																	5	0
25	5.OA.1	3	2	2					6.EE.3	2		1.5	6.EE.2	1		*													6	0
26	***								6.EE.2	1		2	6.EE.3	1		2	6.EE.4	1		2	6.EE.5	1		2	NS	1		**	5	0
27	6.EE.2	3		2					6.EE.6	1		*	NS	1		**													5	1

Table 2 cont.  
*Item level alignment results for the easyCBM® sixth grade winter benchmark in mathematics.*

	PS1				PS2				SS1				SS2				SS3				SS4				SS5				Total n	Req Skills
Item	PS1	PS1 N	PS1 Ave N	PS1 Ave	PS2	PS2 N	PS2 Ave N	PS2 Ave	SS1	SS1 N	SS1 Ave N	SS1 Ave	SS2	SS2 N	SS2 Ave N	SS2 Ave	SS3	SS3 N	SS3 Ave N	SS3 Ave	SS4	SS4 N	SS4 Ave N	SS4 Ave	SS5	SS5 N	SS5 Ave N	SS5 Ave		
28	6.EE.3	2		2					6.EE.5	1		2	6.EE.7	1		2	NS	1		**								5	0	
29	6.EE.1	3		1.67					6.EE.2	2	1	1	6.EE.3	1		*												6	0	
30	6.RP.3	4	3	2					5.OA.3	1		1																5	0	
31	6.RP.3	5	4	2																								5	0	
32	6.RP.3	3		1.67					NS	2		**																5	0	
33	6.RP.3	3		1.33					6.EE.2	1		2	NS	1		**												5	0	
34	NS	3		**					6.RP.1	1		1	6.SP.5	1		1												5	1	
35	NS	3		**					6.RP.1	1		1	6.SP.5	1		1												5	1	
36	6.RP.3	4	3	1.67					6.RP.1	1		2																5	0	
37	NS	3		**					6.RP.3	1		1	6.SP.5	1		1												5	2	
38	6.RP.3	2		2	NS	2		**	6.EE.2	1		1																5	0	
39	NS	3		**					6.RP.1	1		1	6.SP.5	1		1												5	1	
40	NS	3		**					6.RP.1	1		1	6.SP.5	1		2												5	1	
41	6.RP.3	2	1	2					6.RP.2	1		2	5.NF.3	1		1	NS	1		**								5	1	
42	6.RP.3	2		2	NS	2		**	6.EE.5	1		1																5	1	
43	NS	3		**					6.RP.1	1		1	6.SP.5	1		2												5	1	
44	6.RP.3	4	3	1.67					6.RP.1	1		1																5	0	
45	6.RP.1	5	4	1.75																								5	0	

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Winter sheet, refers to the first test item on the winter benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 6.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 6.RP.3a, 6.RP.3b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 6.RP.3a, 6.RP.3b -> 6.RP.3). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 3  
*Item level alignment results for the easyCBM® sixth grade spring benchmark in mathematics.*

		PS1					PS2			SS1			SS2			SS3			SS4			SS5								
Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	SS4	SS4 N	SS4 Ave	SS4 Ave	SS5	SS5 N	SS5 Ave	Total n	Req Skills	
1	5.OA.1	3	2	2					6.EE.2	2		1	6.EE.3	1		1											6	0		
2	5.NF.6	2	1	2	5.NF.4	2		1.5	NS	1		**															5	1		
3	5.NBT.7	2		2					5.NBT.4	1		1	6.NS.3	1		1	NS	1		**							5	0		
4	NS	5		**																							5	3		
5	5.NF.4	2	1	1	6.G.1	2		1	6.G.2	1		1															5	0		
6	NS	5		**																							5	3		
7	5.NF.1	3		1					5.NF.2	1		2	NS	1		**											5	0		
8	NS	2		**					5.NBT.3	1		1	5.NF.1	1		1	5.NF.2	1		1							5	1		
9	NS	2		**					5.NF.4	1		2	5.NF.3	1		1	6.RP.1	1		1							5	1		
10	6.EE.1	3	2	1					5.NBT.2	1		2	6.EE.2	1		1											5	0		
11	5.NBT.7	3	2	2					6.NS.3	2		1.5															5	0		
12	NS	4		**					5.NBT.2	1		1															5	3		
13	NS	2		**	6.NS.1	2		2	6.NS.3	1		1															5	1		
14	5.NF.4	3	2	1					5.NF.7	1		2	NS	1		**											5	1		
15	6.NS.3	2		1.5					5.NBT.7	1		2	5.NF.4	1		1	NS	1		**							5	0		
16	6.EE.2	2		1.5	6.EE.5	2		1.5	NS	1		**															5	0		
17	6.EE.2	2		2	6.EE.7	2	1	1	6.EE.5	1		2															5	0		
18	6.EE.2	2		2					6.EE.5	1		2	6.EE.7	1		1	NS	1		**							5	0		
19	6.EE.2	2		2	6.EE.5	2		1.5	6.EE.7	1		*															5	0		
20	6.EE.2	2		1.5					6.EE.3	1		1	6.G.3	1		1	NS	1		**							5	0		
21	***								5.OA.2	1		2	6.EE.2	1		2	6.RP.3	1		1	6.EE.6	1		*	NS	1		**	5	1
22	6.EE.7	2	1	2	6.EE.5	2		1.5	6.EE.2	1		2															5	0		
23	6.RP.3	4	3	1.67					NS	1		**															5	1		
24	***								5.OA.1	1		2	6.EE.2	1		2	6.EE.4	1		2	6.EE.3	1		1	NS	1		**	5	0
25	NS	3		**					6.SP.1	1		1	6.SP.5	1		1											5	2		
26	***								6.EE.2	1		2	6.EE.5	1		2	6.EE.6	1		2	6.EE.7	1		2	NS	1		**	5	0
27	6.EE.6	3	2	1.5					5.OA.2	1		2	6.EE.2	1		2											5	0		
28	6.EE.1	3		2					6.EE.2	2		2	5.OA.1	1		*											6	0		
29	6.EE.5	2		2					6.EE.2	1		2	6.EE.3	1		2	NS	1		**							5	0		
30	6.EE.5	2		2					6.EE.2	1		2	6.EE.3	1		2	NS	1		**							5	0		
31	6.EE.3	4	3	2					6.EE.4	2		2															6	0		

Table 3 cont.  
*Item level alignment results for the easyCBM® sixth grade spring benchmark in mathematics.*

Item	PS1	PS1			PS2	PS2			SS1	SS1			SS2	SS2			SS3	SS3			SS4	SS4			SS5	SS5			Total n	Req Skills
		PS1 N	Ave N	PS1 Ave		PS2 N	Ave N	PS2 Ave		SS1 N	Ave N	SS1 Ave		SS2 N	Ave N	SS2 Ave		SS3 N	Ave N	SS3 Ave		SS4 N	Ave N	SS4 Ave		SS5 N	Ave N	SS5 Ave		
32	6.RP.3	4		1.5					NS	1		**																	5	0
33	6.RP.3	5	4	2																									5	0
34	6.RP.3	4	3	1.67					NS	1		**																	5	1
35	6.RP.3	4		1.5					NS	1		**																	5	0
36	NS	3		**					6.SP.5	2		1.5																	5	1
37	6.RP.3	4		1					NS	1		**																	5	0
38	NS	3		**					5.NF.4	2		1.5																	5	1
39	NS	3		**					6.RP.3	2		2																	5	1
40	6.RP.3	4		1.25					NS	1		**																	5	0
41	6.RP.1	3	2	2					6.RP.3	2		1																	5	0
42	6.RP.3	3		1.33					6.SP.5	1		1	NS	1		**													5	0
43	6.RP.3	2		1.5	NS	2		**	5.NBT.7	1		2																	5	1
44	6.RP.3	2		2	NS	2		**	6.SP.5	1		2																	5	1
45	6.RP.3	4	3	2					6.RP.2	1		2																	5	0

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Spring sheet, refers to the first test item on the spring benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 6.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 6.RP.3a, 6.RP.3b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 6.RP.3a, 6.RP.3b -> 6.RP.3). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 4  
*Item level alignment results for the easyCBM® seventh grade fall benchmark in mathematics.*

[illegible]



Table 4 cont.  
*Item level alignment results for the easyCBM® seventh grade fall benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	Total n	Req Skills
28	7.G.4	5	4	1.75																	5	0
29	7.G.4	5	4	1.75																	5	0
30	NS			**					7.G.6	1	2										5	0
31	7.G.6	4		1.75					NS	1	**										5	0
32	NS			**																	5	1
33	NS			**					6.NS.3	2	1	1									5	2
34	6.NS.3	3	2	1.5					NS	2	**										5	1
35	7.NS.1	5		1.75					6.NS.5	1	*										6	0
36	NS			**					6.NS.5	1	1	6.NS.6	1	2	7.NS.1	1	1				5	1
37	7.NS.1	3		2					7.NS.3	2	1	2									5	0
38	7.NS.1	5	4	1.5					7.NS.3	1	*										6	0
39	NS			**					6.NS.3	2	1										5	3
40	6.EE.7	2	1	2					6.NS.3	2	2	6.EE.1	1	1							5	0
41	NS			**																	5	3
42	NS			**																	5	3
43	NS			**	6.RP.3	2	1.5	6.NS.3	1	2											5	0
44	7.EE.4	2		1					6.NS.3	1	2	7.EE.3	1	2	6.EE.7	1	*				5	0
45	NS			**					6.NS.3	1	1										5	2

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Fall sheet, refers to the first test item on the fall benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 7.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 7.NS.1a, 7.NS.1b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 7.NS.1a, 7.NS.1b -> 7.NS.1). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 5  
*Item level alignment results for the easyCBM® seventh grade winter benchmark in mathematics.*

[illegible]

Table 5 cont.  
*Item level alignment results for the easyCBM® seventh grade winter benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	Total n	Req Skills
28	NS	3		**					7.G.6	2	1.5									5	0
29	7.G.4	5	4	1.75																5	0
30	7.G.6	5	4	1.75																5	0
31	7.NS.2	5	4	1.75																5	0
32	6.NS.3	2	1	1	NS	2		**	7.NS.1	1	1									5	0
33	6.NS.5	3	2	1	7.NS.1	3		1												6	0
34	7.NS.1	3		1.5					6.NS.5	2	1	1	NS	1		**				6	1
35	6.EE.2	3	2	2					6.EE.6	1	2		6.EE.7	1		1				5	0
36	7.EE.4	4	3	2					7.EE.3	1	1									5	0
37	7.NS.3	3		1.5					7.NS.1	2	1	2	7.NS.2	1		2				6	0
38	7.NS.1	4		1.75					NS	1	**									5	0
39	7.EE.4	3	2	2					6.EE.5	1	2		7.EE.3	1		2				5	0
40	NS	4		**					7.NS.3	1	1									5	1
41	7.EE.4	3	2	2					6.EE.5	1	2		7.EE.3	1		2				5	0
42	NS	4		**					7.NS.3	1	2									5	3
43	7.EE.4	2		1.5					6.EE.5	1	2		7.EE.3	1		2	6.EE.7	1	*	5	0
44	7.NS.1	5	4	2					7.NS.3	1	*									6	0
45	7.NS.1	5	4	2					7.NS.3	1	*									6	0

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Winter sheet, refers to the first test item on the winter benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 7.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 7.NS.1a, 7.NS.1b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 7.NS.1a, 7.NS.1b -> 7.NS.1). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 6  
*Item level alignment results for the easyCBM® seventh grade spring benchmark in mathematics.*

[illegible]

Table 6 cont.  
*Item level alignment results for the easyCBM® seventh grade spring benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	Total n	Req Skills
28	7.G.4	5	4	1.75																	5	0
29	7.G.6	4	3	1.33					6.G.4	1		2									5	0
30	7.G.4	5	4	1.75																	5	0
31	NS	4		**					7.NS.3	1		1									5	3
32	7.NS.1	3	2	2					6.EE.2	1		1	NS	1		**	7.NS.3	1		*	6	1
33	NS	3		**					6.NS.3	2	1	2									5	2
34	7.NS.1	5	4	2					7.NS.3	1		*									6	0
35	7.NS.2	5	4	1.75					7.NS.3	1		*									6	0
36	NS	3		**					6.NS.3	2	1	2									5	2
37	NS	3		**					6.NS.3	2	1	2									5	2
38	NS	3		**					7.NS.3	2		2	7.NS.1	1		*					6	3
39	7.NS.1	5	4	1.75					7.NS.3	1		*									6	0
40	7.NS.1	4		2					7.NS.3	1		2	6.NS.5	1		*					6	0
41	7.EE.4	4	3	2					7.EE.1	1		2									5	0
42	7.NS.1	5	4	2					7.NS.3	1		*									6	0
43	7.NS.1	3		2					7.EE.3	1		1	NS	1		**					5	0
44	7.EE.4	4	3	2					7.EE.1	1		2									5	0
45	6.NS.5	3	2	1.5					7.NS.1	2		2	7.NS.3	1		1					6	0

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Spring sheet, refers to the first test item on the spring benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 7.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 7.NS.1a, 7.NS.1b).

When substandards were indicated by raters they were collapsed into the parent standard (e.g., 7.NS.1a, 7.NS.1b -> 7.NS.1).

When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item.

PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 7  
*Item level alignment results for the easyCBM® eighth grade fall benchmark in mathematics.*

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Table 7 cont.  
*Item level alignment results for the easyCBM® eighth grade fall benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	SS4	SS4 N	SS4 Ave	SS4 Ave	SS5	SS5 N	SS5 Ave	Total n	Req Skills
28	8.G.7	5	4	2																								5	0
29	8.G.7	5	4	2																								5	0
30	NS	3		**					8.G.5	1		1	7.G.2	1		*	7.G.5	1		*								6	3
31	8.SP.1	2		1.5	NS	2		**	7.SP.3	1		1																5	0
32	NS	4		**					7.SP.3	1		1																5	1
33	NS	3		**					7.RP.2	1		1	7.SP.3	1		1												5	0
34	7.SP.4	3	2	1					7.SP.3	1		1	NS	1		**												5	1
35	NS	4		**					7.SP.3	1		1																5	1
36	NS	4		**					7.SP.3	1		1																5	1
37	7.SP.4	2		1	NS	2		**	7.SP.3	1		2																5	0
38	NS	4		**					7.SP.3	1		2																5	1
39	NS	4		**					7.SP.3	1		1																5	1
40	NS	3		**					7.SP.3	1		1	7.SP.4	1		*												5	1
41	7.SP.4	3	2	1					7.SP.3	1		1	NS	1		**												5	1
42	NS	4		**					7.SP.3	1		1																5	1
43	NS	4		**					7.SP.3	1		2																5	1
44	NS	4		**					7.SP.3	1		2																5	1
45	7.SP.3	2	1	1	NS	2		**	7.RP.2	1		1																5	0

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Fall sheet, refers to the first test item on the fall benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 8.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 8.EE.7a, 8.EE.7b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 8.EE.7a, 8.EE.7b -> 8.EE.7). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).





Table 8 cont.  
*Item level alignment results for the easyCBM® eighth grade winter benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	Total n	Req Skills
28	8.G.7	4	3	2					8.G.6	1	2										5	0
29	8.G.7	5	4	2																	5	0
30	8.G.7	5	4	2																	5	0
31	NS	3		**					8.G.2	1	2		7.G.1	1		*					5	3
32	NS	4		**					7.SP.3	1	1										5	1
33	NS	4		**					7.SP.3	1	1										5	1
34	NS	5		**																	5	1
35	NS	3		**					7.SP.3	1	1		7.SP.4	1		1					5	1
36	NS	4		**					7.SP.3	1	1										5	1
37	NS	4		**					7.RP.2	1	1										5	2
38	NS	3		**					7.SP.3	1	1		7.SP.4	1		*					5	1
39	NS	4		**					7.SP.3	1	1										5	1
40	NS	4		**					7.SP.3	1	1										5	1
41	NS	4		**					7.SP.3	1	1										5	1
42	NS	4		**					7.SP.3	1	1										5	1
43	NS	4		**					7.SP.3	1	2										5	1
44	NS	4		**					7.SP.3	1	1										5	1
45	NS	4		**					7.SP.3	1	1										5	1

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Winter sheet, refers to the first test item on the winter benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 8.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 8.EE.7a, 8.EE.7b).

When substandards were indicated by raters they were collapsed into the parent standard (e.g., 8.EE.7a, 8.EE.7b -> 8.EE.7).

When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item.

PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

Table 9  
*Item level alignment results for the easyCBM® eighth grade spring benchmark in mathematics.*

		PS1	PS1 Ave N	PS1 Ave	PS2	PS2 N	PS2 Ave N	PS2 Ave	SS1	SS1 N	SS1 Ave N	SS1 Ave	SS2	SS2 N	SS2 Ave N	SS2 Ave	SS3	SS3 N	SS3 Ave N	SS3 Ave	SS4	SS4 N	SS4 Ave N	SS4 Ave	SS5	SS5 N	SS5 Ave N	SS5 Ave	Total n	Req Skills
1	8.F.4	3	2	1.5					8.EE.6	1		2	8.F.3	1		2													5	0
2	8.F.4	3	2	2					8.F.3	2		2																	5	0
3	7.EE.4	3	2	1					7.NS.3	1		2	8.F.4	1		2													5	0
4	8.F.4	4	3	1.33					8.F.1	1		2																	5	0
5	***								7.EE.4	1		2	8.F.3	1		2	8.F.4	1		1	8.EE.7	1		*	NS	1	**		5	1
6	8.F.3	3	2	2					8.F.4	2		1.5																	5	0
7	8.F.4	4	3	1.67					8.SP.2	1		2																	5	0
8	8.F.4	3		1.67					8.F.1	1		*	NS	1		**													5	1
9	8.F.4	4	3	2					8.F.5	1		2																	5	0
10	8.F.3	2	1	2					8.F.4	1		1	8.F.5	1		1	NS	1		**									5	0
11	8.F.3	3	2	2					8.F.4	2		2																	5	0
12	8.EE.8	4	3	1.67					8.EE.6	1		2																	5	0
13	8.EE.8	4	3	2					8.EE.6	1		2																	5	0
14	NS	2		**					8.EE.6	1		2	8.F.2	1		1	8.EE.7	1		*									5	1
15	8.F.4	3	2	1.5					8.F.3	2		2																	5	0
16	NS	3		**					7.G.5	2	1	2	7.G.2	1		*													6	3
17	7.G.1	2	1	1	NS	2		**	8.G.1	1		2																	5	1
18	7.G.5	3	2	1.5					8.G.5	2		2																	5	0
19	8.G.7	4	3	2					8.G.6	1		2																	5	0
20	NS	3		**					7.G.5	2	1	2	7.G.2	1		*													6	3
21	8.G.5	3		1.67					7.G.5	2	1	2																	5	0
22	8.G.7	4	3	2					8.G.5	1		2																	5	0
23	8.G.7	4	3	1.67					8.G.6	1		2																	5	0
24	8.G.7	5	4	2																									5	0
25	7.G.6	2		1					7.G.4	1		2	8.G.6	1		2	8.G.7	1		*									5	0
26	8.G.7	5	4	2																									5	0
27	7.G.5	2	1	2	8.G.5	2		2	8.G.4	1		2																	5	0

Table 9 cont.  
*Item level alignment results for the easyCBM® eighth grade spring benchmark in mathematics.*

Item	PS1	PS1 N	PS1 Ave	PS1 Ave	PS2	PS2 N	PS2 Ave	PS2 Ave	SS1	SS1 N	SS1 Ave	SS1 Ave	SS2	SS2 N	SS2 Ave	SS2 Ave	SS3	SS3 N	SS3 Ave	SS3 Ave	SS4	SS4 N	SS4 Ave	SS4 Ave	SS5	SS5 N	SS5 Ave	Total n	Req Skills
28	7.G.5	3	2	2					8.G.4	1		2	8.G.5	1		2												5	0
29	NS	3		**					7.G.1	2	1	1																5	1
30	NS	3		**					7.SP.3	2	1	2																5	1
31	8.SP.1	4	3	1.5					7.SP.3	1		1																5	0
32	NS	4		**					8.NS.2	1		1																5	1
33	NS	4		**					7.SP.3	1		1																5	1
34	NS	2		**					7.SP.2	1		1	7.SP.3	1		1	7.SP.4	1		1								5	0
35	7.SP.4	3	2	1					7.SP.3	1		1	NS	1		**												5	1
36	NS	3		**					7.SP.2	1		1	7.SP.3	1		1												5	0
37	NS	4		**					7.SP.3	1		1																5	1
38	NS	4		**					7.SP.3	1		1																5	1
39	7.SP.3	2		1	NS	2		**	7.SP.4	1		1																5	0
40	NS	4		**					7.SP.3	1		1																5	1
41	NS	4		**					7.SP.3	1		1																5	1
42	NS	4		**					7.SP.3	1		1																5	1
43	NS	4		**					7.SP.3	1		1																5	1
44	NS	4		**					7.SP.3	1		1																5	1
45	8.SP.1	2		2	NS	2		**	8.SP.2	1		1																5	0

*Note.* Items are labeled 1 to 45 based on their location in actual seasonal benchmark tests. For example, Item 1 in the Spring sheet, refers to the first test item on the spring benchmark for that grade. Unique CCSS standard identifiers are used in this table (e.g., 8.G.1), where the first number indicates grade level, the letter code refers to the grade-level domain (e.g., G = geometry), and the last number refers to the standard number within a given domain. Please note that alignment ratings were not broken down by sub-standard (e.g., 8.EE.7a, 8.EE.7b). When substandards were indicated by raters they were collapsed into the parent standard (e.g., 8.EE.7a, 8.EE.7b -> 8.EE.7). When Total n is greater 5, Rater 1 Phase 1 chose multiple standards as being aligned to a given item. PS1 = primary standard (standard with the most raters, out of 5, selecting it); PS2 - second primary standard (in cases where two primary standards were required); SS1 = secondary standard (a standard selected as being aligned by a smaller number of raters relative to primary PS1/PS2); N = number of raters selecting a given standard; Ave N = number of raters included in the Ave calculation; Ave = average alignment rating strength (calculated using a 3-point scale from 0 to 2); NS (alone) = no standard selected as being aligned; \* = Standard selected by the Rater 1 Phase 1, where rating strength was not given; \*\* = NS selected without strength rating; \*\*\* = no chosen CCSS had a higher frequency count over another, thus, any standard indicated by a reviewer was deemed a secondary standard with a frequency count of 1; Req Skills = prerequisite skill alignment (when a given item was ranked as not aligned (NS) to any on- or prior-grade standard, was the item aligned to a prerequisite skill necessary for mastery).

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## Appendix C

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Table 1

*CCSS level alignment results for the easyCBM® sixth grade fall benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
5.OA.1			6.RP.1	3	1
5.OA.2			6.RP.2		6
5.OA.3			6.RP.3	8	4
5.NBT.1			6.NS.1		
5.NBT.2	1		6.NS.2		1
5.NBT.3		5	6.NS.3		1
5.NBT.4			6.NS.4		
5.NBT.5			6.NS.5		
5.NBT.6			6.NS.6		
5.NBT.7	1	1	6.NS.7		
5.NF.1			6.NS.8		
5.NF.2	1		6.EE.1	3	1
5.NF.3		3	6.EE.2	8	7
5.NF.4	4	1	6.EE.3		6
5.NF.5		2	6.EE.4	1	
5.NF.6	3	1	6.EE.5	1	4
5.NF.7	1	1	6.EE.6	1	4
5.MD.1			6.EE.7	1	3
5.MD.2			6.EE.8		
5.MD.3			6.EE.9		1
5.MD.4			6.G.1		1
5.MD.5			6.G.2		1
5.G.1			6.G.3		1
5.G.2			6.G.4		
5.G.3			6.SP.1		1
5.G.4			6.SP.2		
			6.SP.3		
			6.SP.4		
			6.SP.5		3

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 2

*CCSS domain and grade level alignment results for the easyCBM® sixth grade fall benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
5.OA	0	0	6.RP	11	11
5.NBT	2	6	6.NS	0	2
5.NF	8	7	6.EE	15	26
5.MD	1	1	6.G	0	3
5.G	0	0	6.SP	0	4
Grade 5	11	14	Grade 6	26	46

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 3

*CCSS level alignment results for the easyCBM® sixth grade winter benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
5.OA.1	2		6.RP.1	1	7
5.OA.2		1	6.RP.2		1
5.OA.3		1	6.RP.3	9	1
5.NBT.1			6.NS.1	5	1
5.NBT.2			6.NS.2		
5.NBT.3	1	1	6.NS.3		3
5.NBT.4			6.NS.4		
5.NBT.5			6.NS.5		
5.NBT.6			6.NS.6		
5.NBT.7	2	1	6.NS.7		
5.NF.1	2		6.NS.8		
5.NF.2		1	6.EE.1	2	
5.NF.3		3	6.EE.2	5	1
5.NF.4	1	2	6.EE.3	2	5
5.NF.5			6.EE.4		3
5.NF.6			6.EE.5	1	6
5.NF.7	1		6.EE.6	1	1
5.MD.1			6.EE.7		4
5.MD.2			6.EE.8		
5.MD.3			6.EE.9		
5.MD.4			6.G.1		
5.MD.5			6.G.2		
5.G.1			6.G.3		
5.G.2			6.G.4		
5.G.3			6.SP.1		
5.G.4			6.SP.2		
			6.SP.3		
			6.SP.4		
			6.SP.5		6

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 4

*CCSS domain and grade level alignment results for the easyCBM® sixth grade winter benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
5.OA	2	2	6.RP	10	9
5.NBT	3	2	6.NS	5	4
5.NF	4	6	6.EE	11	20
5.MD	0	0	6.G	0	0
5.G	0	0	6.SP	0	6
Grade 5	9	10	Grade 6	26	39

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 5

*CCSS level alignment results for the easyCBM® sixth grade spring benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
5.OA.1	1	2	6.RP.1	1	1
5.OA.2		2	6.RP.2		1
5.OA.3			6.RP.3	11	3
5.NBT.1			6.NS.1	1	
5.NBT.2		2	6.NS.2		
5.NBT.3		1	6.NS.3	1	3
5.NBT.4		1	6.NS.4		
5.NBT.5			6.NS.5		
5.NBT.6			6.NS.6		
5.NBT.7	2	2	6.NS.7		
5.NF.1	1	1	6.NS.8		
5.NF.2		2	6.EE.1	2	
5.NF.3		1	6.EE.2	5	10
5.NF.4	3	3	6.EE.3	1	5
5.NF.5			6.EE.4		2
5.NF.6	1		6.EE.5	5	3
5.NF.7		1	6.EE.6	1	2
5.MD.1			6.EE.7	2	3
5.MD.2			6.EE.8		
5.MD.3			6.EE.9		
5.MD.4			6.G.1	1	
5.MD.5			6.G.2		1
5.G.1			6.G.3		1
5.G.2			6.G.4		
5.G.3			6.SP.1		1
5.G.4			6.SP.2		
			6.SP.3		
			6.SP.4		
			6.SP.5		4

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 6

*CCSS domain and grade level alignment results for the easyCBM® sixth grade spring benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
5.OA	1	4	6.RP	12	5
5.NBT	2	6	6.NS	2	3
5.NF	5	8	6.EE	16	25
5.MD	0	0	6.G	1	2
5.G	0	0	6.SP	0	5
Grade 5	8	18	Grade 6	31	40

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 7

*CCSS level alignment results for the easyCBM® seventh grade fall benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
6.RP.1			7.RP.1		1
6.RP.2		3	7.RP.2		
6.RP.3	11		7.RP.3		1
6.NS.1			7.NS.1	3	1
6.NS.2			7.NS.2		
6.NS.3	1	6	7.NS.3		3
6.NS.4			7.EE.1		
6.NS.5		2	7.EE.2		
6.NS.6		1	7.EE.3		1
6.NS.7			7.EE.4	1	
6.NS.8			7.G.1		3
6.EE.1		1	7.G.2		
6.EE.2			7.G.3		
6.EE.3			7.G.4	6	
6.EE.4			7.G.5		
6.EE.5			7.G.6	5	4
6.EE.6			7.SP.1		
6.EE.7	1	1	7.SP.2		
6.EE.8			7.SP.3		
6.EE.9			7.SP.4		
6.G.1			7.SP.5	1	
6.G.2	1	1	7.SP.6		1
6.G.3			7.SP.7		
6.G.4			7.SP.8		
6.SP.1					
6.SP.2					
6.SP.3					
6.SP.4					
6.SP.5		1			

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 8

*CCSS domain and grade level alignment results for the easyCBM® seventh grade fall benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
6.RP	11	3	7.RP	0	2
6.NS	1	9	7.NS	3	4
6.EE	1	2	7.EE	1	1
6.G	1	1	7.G	11	7
6.SP	0	1	7.SP	1	1
Grade 6	14	16	Grade 7	16	15

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.



Table 9

*CCSS level alignment results for the easyCBM® seventh grade winter benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
6.RP.1		2	7.RP.1		3
6.RP.2	1	1	7.RP.2		3
6.RP.3	5	1	7.RP.3		
6.NS.1			7.NS.1	5	2
6.NS.2			7.NS.2	1	1
6.NS.3	1		7.NS.3	1	5
6.NS.4			7.EE.1		
6.NS.5	1	1	7.EE.2		
6.NS.6			7.EE.3		4
6.NS.7			7.EE.4	4	
6.NS.8			7.G.1	1	1
6.EE.1			7.G.2		
6.EE.2	1		7.G.3		
6.EE.3			7.G.4	12	
6.EE.4			7.G.5		
6.EE.5		3	7.G.6	3	1
6.EE.6		1	7.SP.1		
6.EE.7		2	7.SP.2		
6.EE.8			7.SP.3		
6.EE.9			7.SP.4		
6.G.1			7.SP.5	2	
6.G.2			7.SP.6		2
6.G.3			7.SP.7		
6.G.4			7.SP.8		
6.SP.1					
6.SP.2					
6.SP.3					
6.SP.4					
6.SP.5					

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 10

*CCSS domain and grade level alignment results for the easyCBM® seventh grade winter benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
6.RP	6	4	7.RP	0	6
6.NS	2	1	7.NS	7	8
6.EE	1	6	7.EE	4	4
6.G	0	0	7.G	16	2
6.SP	0	0	7.SP	2	2
Grade 6	9	11	Grade 7	29	22

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 11

*CCSS level alignment results for the easyCBM® seventh grade spring benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
6.RP.1		5	7.RP.1		1
6.RP.2		1	7.RP.2	1	1
6.RP.3	6	3	7.RP.3	2	
6.NS.1			7.NS.1	6	2
6.NS.2			7.NS.2	2	
6.NS.3		3	7.NS.3		9
6.NS.4			7.EE.1		2
6.NS.5	1	1	7.EE.2		
6.NS.6			7.EE.3	1	2
6.NS.7			7.EE.4	3	
6.NS.8			7.G.1	1	1
6.EE.1			7.G.2		
6.EE.2		2	7.G.3		
6.EE.3			7.G.4	11	
6.EE.4			7.G.5		
6.EE.5			7.G.6	2	1
6.EE.6			7.SP.1		
6.EE.7			7.SP.2		
6.EE.8			7.SP.3		
6.EE.9		1	7.SP.4		
6.G.1			7.SP.5	1	
6.G.2		1	7.SP.6		1
6.G.3			7.SP.7		1
6.G.4		1	7.SP.8		
6.SP.1					
6.SP.2					
6.SP.3					
6.SP.4					
6.SP.5					

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 12

*CCSS domain and grade level alignment results for the easyCBM® seventh grade spring benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
6.RP	6	9	7.RP	3	2
6.NS	1	4	7.NS	8	11
6.EE	0	3	7.EE	4	4
6.G	0	2	7.G	14	2
6.SP	0	0	7.SP	1	2
Grade 6	7	18	Grade 7	30	21

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 13

*CCSS level alignment results for the easyCBM® eighth grade fall benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
7.RP.1			8.NS.1		
7.RP.2		2	8.NS.2		
7.RP.3			8.EE.1		
7.NS.1			8.EE.2		
7.NS.2			8.EE.3		
7.NS.3			8.EE.4		
7.EE.1			8.EE.5		1
7.EE.2			8.EE.6		2
7.EE.3		1	8.EE.7		2
7.EE.4	4	2	8.EE.8	3	1
7.G.1	3		8.F.1	2	4
7.G.2		3	8.F.2		1
7.G.3			8.F.3	3	2
7.G.4			8.F.4	2	6
7.G.5	2	4	8.F.5		
7.G.6			8.G.1		2
7.SP.1			8.G.2		
7.SP.2			8.G.3		
7.SP.3	1	14	8.G.4		3
7.SP.4	3	1	8.G.5		4
7.SP.5			8.G.6		
7.SP.6			8.G.7	5	
7.SP.7			8.G.8		
7.SP.8			8.G.9		
			8.SP.1	1	
			8.SP.2		
			8.SP.3		
			8.SP.4		

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 14

*CCSS domain and grade level alignment results for the easyCBM® eighth grade fall benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
7.RP	0	2	8.NS	0	0
7.NS	0	0	8.EE	3	6
7.EE	4	3	8.F	7	13
7.G	5	7	8.G	5	9
7.SP	4	15	8.SP	1	0
Grade 7	13	27	Grade 8	16	28

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 15

*CCSS level alignment results for the easyCBM® eighth grade winter benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
7.RP.1			8.NS.1		
7.RP.2	1	2	8.NS.2		
7.RP.3			8.EE.1		
7.NS.1			8.EE.2		
7.NS.2			8.EE.3		
7.NS.3		1	8.EE.4		
7.EE.1			8.EE.5		
7.EE.2			8.EE.6		6
7.EE.3		1	8.EE.7		
7.EE.4	1	2	8.EE.8	1	
7.G.1	2	1	8.F.1	1	3
7.G.2		3	8.F.2		
7.G.3			8.F.3	9	1
7.G.4			8.F.4	1	3
7.G.5		3	8.F.5		
7.G.6			8.G.1		1
7.SP.1			8.G.2		4
7.SP.2			8.G.3		
7.SP.3		12	8.G.4		1
7.SP.4		2	8.G.5	1	
7.SP.5			8.G.6		5
7.SP.6			8.G.7	8	
7.SP.7			8.G.8		
7.SP.8			8.G.9		
			8.SP.1		
			8.SP.2		1
			8.SP.3		
			8.SP.4		

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 16

*CCSS domain and grade level alignment results for the easyCBM® eighth grade winter benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
7.RP	1	2	8.NS	0	0
7.NS	0	1	8.EE	1	6
7.EE	1	3	8.F	11	7
7.G	2	7	8.G	9	11
7.SP	0	14	8.SP	0	1
Grade 7	4	27	Grade 8	21	25

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.

Table 17

*CCSS level alignment results for the easyCBM® eighth grade spring benchmark in math.*

Standard	# ps items	# sec items	Standard	# ps items	# sec items
7.RP.1			8.NS.1		
7.RP.2			8.NS.2		1
7.RP.3			8.EE.1		
7.NS.1			8.EE.2		
7.NS.2			8.EE.3		
7.NS.3			8.EE.4		
7.EE.1			8.EE.5		
7.EE.2			8.EE.6		4
7.EE.3			8.EE.7		2
7.EE.4	1	1	8.EE.8	2	
7.G.1	1	1	8.F.1		2
7.G.2		2	8.F.2		1
7.G.3			8.F.3	3	4
7.G.4		1	8.F.4	7	5
7.G.5	3	3	8.F.5		2
7.G.6	1		8.G.1		1
7.SP.1			8.G.2		
7.SP.2		2	8.G.3		
7.SP.3	1	13	8.G.4		2
7.SP.4	1	2	8.G.5	2	3
7.SP.5			8.G.6		3
7.SP.6			8.G.7	5	1
7.SP.7			8.G.8		
7.SP.8			8.G.9		
			8.SP.1	2	1
			8.SP.2		2
			8.SP.3		
			8.SP.4		

*Note.* On- and prior-grade standards are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard; # sec items = the number of items identified as aligned as secondary standard.

Table 18

*CCSS domain and grade level alignment results for the easyCBM® eighth grade spring benchmark in math.*

Domain	# ps items	# sec items	Domain	# ps items	# sec items
7.RP	0	0	8.NS	0	1
7.NS	0	0	8.EE	2	6
7.EE	1	1	8.F	10	14
7.G	5	7	8.G	7	10
7.SP	2	17	8.SP	2	3
Grade 7	8	25	Grade 8	21	34

*Note.* On- and prior-grade domains are labeled using the unique CCSS identification code.

# ps items = the number of items identified as aligned as primary standard to a given CCSS domain; # sec items = the number of items identified as aligned as secondary standard to that CCSS domain.