



# User's Manual

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# Part 1 easyCBM Overview

## About This Guide

The *easyCBM Deluxe Edition User's Manual* is provided to help teachers get the most out of the Deluxe Edition *easyCBM* system.

## Getting More Help

If you need help beyond the information provided in this guide, please first try to ask your colleagues who also have an *easyCBM* Deluxe Edition account. If they are unable to help you, feel free to contact us at [support@easyCBM.com](mailto:support@easyCBM.com). Please be sure to identify yourself as a Deluxe Edition user so we can better assist you.

Please be aware that our offices are located at the University of Oregon, which is in the Pacific time zone. Although we will make every effort to respond quickly to questions and requests for help, some delays are to be expected. Please allow a full workday for a response before writing again.

## In Brief

*easyCBM*® is an online system that provides reading and math Benchmark and Progress Monitoring assessments and reports for districts and schools (via the District Edition), and for individual teachers (via the Teacher Deluxe Edition), with fully-integrated tracking of instructional interventions. *easyCBM* was designed by researchers at the University of Oregon as an integral part of a Response to Intervention (RTI) model. This part of the guide presents an overview of *easyCBM* and provides more information about both Benchmark and Progress Monitoring measures.

## About easyCBM

*easyCBM* development began with a grant from the federal Office of Special Education Programs in 2006, bolstered by subsequent grants from the Institute of Education Sciences (IES). In the spring of 2011, Behavioral Research and Teaching (BRT) at the University of Oregon partnered with Riverside, the assessment division of Houghton Mifflin Harcourt, to continue the development and distribution of the *easyCBM* system to school districts across the United States with the District Edition. The Teacher Deluxe Edition was first offered in the summer of 2015. It combines many of the advanced features found in the District version of the system, but is limited to a single teacher user per account. Because of the dynamic nature of the system, the information derived from *easyCBM* reflects the most current research and practice for schools.

## Features of *easyCBM*

Usage	Reporting
<ul style="list-style-type: none"> <li>• Usable in an RTI framework or as a formative assessment system</li> <li>• Offers online administration of all measures, including audio and Spanish language support for math; for 1:1 measures, teachers can enter data directly online while the student takes the assessment with built-in timer</li> <li>• Assessments can be taken in computer labs, on laptops, and via tablet devices.</li> <li>• Provides teacher-level access to a single class and groups of students across classes</li> <li>• Includes online-training videos on test administration and scoring</li> </ul>	<ul style="list-style-type: none"> <li>• Provides Progress Monitoring and Benchmark measures in reading and mathematics, including new Common Core measures, for kindergarten through eighth grade</li> <li>• Delivers individual print-based student-progress graphs for Parent Reports</li> <li>• Draws Intervention and Goal lines automatically onto graphs when information is added by teacher</li> <li>• Provides group graphs for whole-class performance</li> <li>• Organizes sortable student rosters and provides customizable color-coding to indicate 'risk level' after each Benchmark assessment</li> </ul>

Since its inception, *easyCBM* developers have emphasized a primary goal of the system is to help facilitate data-driven instructional decision-making through enhanced reporting options. Specifically, the Benchmark assessments and reports can be used to:

- Identify students' overall reading and math proficiency risk levels at their respective grade (ranging from 'low risk' to 'high risk')
- Monitor the progress of students during the course of the academic year through interim Benchmark testing (Fall, Winter, Spring)
- Identify specific students (or groups of students) who may benefit from intervention or enrichment support

The Progress Monitoring assessments and reports can be used to:

- Determine students' response to intervention in reading or mathematics
- Identify intervention effectiveness so intervention support can be modified, if needed
- Establish reasonable and attainable intervention goals
- Document intervention support for specific students or groups of students

The system continues to evolve with the assistance of school district partners across the United States.

## Basic Tenets of Curriculum Based Measurement

*easyCBM* assessments are Curriculum Based measures (CBMs). CBMs are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. They are also known as 'general outcome measures.'

Curriculum Based Measurement (CBM) has a long research history, beginning with Stanley Deno and colleagues at the University of Minnesota. CBM was originally created to assist special education teachers in developing individual education plans and monitoring student progress. The use of these measures quickly expanded to include general education, as they provide reliable and valid measures of student progress in reading and mathematics (Shinn, 2002). In particular, these measures can be used for universal screening and Progress Monitoring purposes, as they are sensitive to small incremental changes in performance and are expedient to administer and score. CBM measures (for example, Oral Reading Fluency) correlate highly with state standardized reading tests and reading comprehension overall<sup>1</sup>.

The CBMs that are part of the *easyCBM* system are often referred to as ‘next-generation CBMs;’ as an advanced form of statistics, Item Response Theory (IRT), was used during measurement development to increase the consistency of the alternate forms of each measure type and to increase the sensitivity of the measures to monitor growth. At each grade level, alternate forms of each measure type are designed to be of equivalent difficulty, so as teachers monitor student progress over time, changes in score reflect changes in student skill rather than changes in the test form difficulties.

## Universal Design for Assessment

Universal Design for Assessment (UDA) is an approach to creating assessments in which test developers try to make their measures accessible to the widest possible population of students by incorporating design features that will reduce the barriers to students being able to interact successfully with the test items. All measures and the computer interface of the *easyCBM* system were created using the UDA approach. In creating measures, the developers referred to the National Center on Educational Outcomes’ *A State Guide to the Development of Universally Designed Assessment* and the *Test Accessibility and Modification Inventory*<sup>2</sup>.

Assessments that are universally designed encourage testing conditions that are accessible and fair to students with special needs as well as to those in the general education population.

Universally designed assessments should:

- Measure students’ “true” skills while not measuring skills irrelevant to the targeted area
- Recognize the diversity of the test-taker population
- Be both concise and clear in their language

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<sup>1</sup> Nese, J.F.T, Biancarosa, G., Anderson, D., Lai, C., Alonzo, J. & Tindal, G. (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing*, 25, pp. 887-915.

<sup>2</sup> Beddow, P. A., Kettler, R. J., & Elliott, S. N. (2008). *Test Accessibility and Modification Inventory (TAMI)*. Nashville, TN: Vanderbilt University. Retrieved November 28, 2008 from: <http://peabody.vanderbilt.edu/tami.xml>

- Have clear format and visual information
- Include the ability to change formatting without compromising the meaning or difficulty of the assessment

Universally designed assessments aim to provide valid interpretation of all test-takers' abilities and skills, including those with disabilities<sup>3</sup>. The goal for *easyCBM* is to provide assessments that are appropriate for use with students with a wide range of ability in the targeted construct as well as for English language learners.

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<sup>3</sup> Johnstone, C. J., Altman, J., & Thurlow, M. (2006). A state guide to the development of universally designed assessments. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

## Part 2 easyCBM Measures

### In Brief

The *easyCBM* Deluxe Edition includes two types of measures: Benchmark and Progress Monitoring. The system is designed for students from kindergarten to eighth grade in the content areas of reading and mathematics and for students in kindergarten to second grade in the content area of Spanish literacy. This section provides information about *easyCBM* Benchmark and Progress Monitoring measures, as well as descriptions of the different Reading, Spanish Reading, and Math measures.

### About easyCBM Measures

All *easyCBM* measures are continuously evaluated to ensure they are operating appropriately. For instance, as schools continue to adopt and implement the Common Core State Standards (CCSS), the information the measures provide may shift slightly over time (the CCSS measures may become more sensitive to detecting students' growth while the general measures may become less sensitive). Each year, researchers at the University of Oregon's Behavioral Research and Teaching evaluate how the measures are functioning. These analyses lead to occasional adjustments to the measures to ensure they maintain a strong relation with relevant criteria (for example, state test scores) and function reliably.

New measures are only added to the system after a long and intensive development process that includes multiple stages of review and input from teachers in the field. However, when the measures are in the early years of operational use, scores from them are still not included in Benchmark reports.

There are two reasons for this:

- Measures must be taken by a sufficient number of actual students in order to calculate percentile norms.
- The initial years in which measures are introduced provide researchers at the University of Oregon the opportunity to work with Districts using *easyCBM* to evaluate validity criteria (construct, content, and criterion). These studies help us ensure that decisions made from the Benchmarks are supported by empirical research.

It is important to note that in terms of difficulty, the NCTM-based math tests (both Benchmark and Progress Monitoring) are designed to be easier than the CCSS math tests. However, within reading, the Multiple Choice Reading Comprehension measures (MCRC) represent the most challenging of the *easyCBM* tests, with the CCSS reading measures designed to be more easily accessible.

# Benchmark Measures

The purpose of Benchmark assessments are to provide information regarding students’ progress toward meeting end-of-year grade-level expectations and to determine which students may be in need of intervention or enrichment. Benchmark assessments are limited to the students’ official grade level and can be administered three times per year: fall, winter, and spring.

In the Deluxe Edition, teachers have the ability to set their Benchmark ‘windows’ (testing date ranges) to customize the system to meet their needs. The Benchmark norms are based on a nationally-representative sample, calculated using a six-week window of time. We recommend making the testing window as short as reasonably possible so all your students’ Benchmark scores are gathered at approximately the same time each season.

**Sample Fall, Winter, and Spring Benchmark Norms Range**

Fall	Winter	Spring
September 1–October 15	January 1–February 15	May 1–June 15

The Benchmark measures are alternate forms of the Progress Monitoring measures designed to be of equivalent difficulty within a particular grade and measure type. For example, the Word Reading Fluency test on the Benchmark measure is an individually administered one-minute timed test, the same as each of the Word Reading Fluency Progress Monitoring measures. Including the new Common Core measures, there are three types of measures in reading available for Benchmarking for grades K-2, and four for Grades 3-8, for each seasonal assessment period for all grade levels. For math, there are two types of measures available for Benchmarking for each grade at each seasonal assessment period, including the Common Core measures (see Table 2.1).

Although all Benchmark measures are available for use during the Benchmark testing window set by the individual easyCBM user, and the results of all Benchmark measures can be found in the Groups Reports screen, not all of the measures appear in the Benchmark Reports or are used in computing student risk ratings. At each grade level, only the measures with the strongest validity evidence supporting their use as screening instruments are used for the Risk Ratings and are displayed on the Benchmark Reports. Other measures are included as Optional Benchmark Assessments, for teachers who choose to use them for their own internal tracking purposes. For example, the CCSS Reading Measures are optimal for monitoring progress, but are not as appropriate for universal screening, so they are not used in the risk ratings computations. These Optional Benchmark Measures are marked with an \* in the table on the next page.



Depending on the grade level, the Spanish Benchmark measures range from two (kindergarten and grade 2) to four (grade 1) available during each testing window. Individual account holders have the flexibility to customize which Benchmarks are administered during each assessment period. Current benchmark screening practice within most districts is to administer the CCSS Math measures (rather than the NCTM-based math tests) and the Passage Reading Fluency (PRF), Vocabulary, and Multiple Choice Reading Comprehension (MCRC) measures for Grades 2-8 and the CCSS Math and all available early literacy measures for Grades K-1.

### Grade Level Benchmark Measures by Assessment Period

Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
English K	Letter Names Letter Sounds Phoneme Segmenting Math measure CCSS Math measure	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure
Spanish K	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds
English 1	Letter Sounds Phoneme Segmenting Word Reading Fluency Math measure CCSS Math measure	Letter Sounds Word Reading Fluency Passage Reading Fluency Math measure CCSS Math measure	Letter Sounds Word Reading Fluency Passage Reading Fluency Math measure CCSS Math measure
Spanish 1	Syllable Sounds Syllable Segmenting Word Reading Sentence Reading	Syllable Sounds Syllable Segmenting Word Reading Sentence Reading	Syllable Sounds Syllable Segmenting Word Reading Sentence Reading
English 2	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary Reading Comprehension Math measure CCSS Math measure
Spanish 2	Sentence Reading Word Reading	Sentence Reading Word Reading	Sentence Reading Word Reading
English 3 – 8	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure	Passage Reading Fluency Vocabulary CCSS Reading measure* Reading Comprehension Math measure CCSS Math measure

The general math Benchmark measures are 45-item tests covering all three *National Council of Teachers of Mathematics* (NCTM) focal point standards for the specific grade level for which the measures were written. The Common Core math Benchmark measures are 30-item tests in kindergarten, 35-item tests in grades 1 and 2, 40-item tests in grades 3-5, and 45-item tests in grades 6-8. The CCSS tests cover the Common Core Math Standards for the specific grade level for which the measure was written. In addition, the CCSS Math tests embed some items from both prior and subsequent grade level standards. These items are included to allow for vertical and horizontal linking and the computation of math scale scores in the future. Percentile Rank norms for the CCSS math Benchmark measures include these off-grade items, to ensure appropriate interpretation of student performance.

The general reading Benchmark measures have a varying number of items, depending on the reading area assessed. The CCSS Reading measures are 25-item tests focusing primarily on literal comprehension and covering key reading skills found in the Common Core Standards through informational text, short literary text, and texts that require students to read to perform a task. The MCRC reading measures vary from 12 items (grade 2) to 20 items (grades 3-8) and target literal, inferential, and (grade 3 and above) evaluative comprehension.

## Progress Monitoring Measures

Progress monitoring assessments measure students' response to intervention and progress throughout the year. Progress monitoring assessments are available in both reading and math for students in kindergarten to eighth grade.

- For the general reading measures, there are between 8 and 17 alternate forms per type of measure. For example, all the individually-administered early literacy measures, as well as the Word and Passage Reading Fluency measures, have 17 alternate forms; the CCSS Reading measures have 10 alternate forms; and the MCRC measures have between 8 and 17 alternate forms available for Progress Monitoring. Ten alternate forms of each of the Spanish literacy Progress Monitoring measures are also available in grades K-2.
- Both the general math and Common Core math have 10 equivalent alternate forms of math assessments per type of measure. The general math measures are divided into 16-item test forms, each targeting a specific NCTM focal point standard. The CCSS math Progress Monitoring forms build from 25 items in Kindergarten through grade 2 to 30 items in grades 3 through 8.

How often teachers assess students is dependent on two key questions:

- How quickly is it reasonable for teachers to expect to see growth in a particular skill area?
- How much actual intervention has the student received?

The table on the next page provides frequency guidelines for administering Progress Monitoring measures. Note that it is imperative in all cases that students are actually receiving focused

instruction to address their skill deficits if teachers hope to see an improvement in their performance over time.

### Frequency Guidelines for Administering Progress Monitoring Measures

Measure	Frequency	Comments
Letter Names Phoneme Segmenting Letter Sounds	Every 1-2 weeks	Students are able to make rapid progress in these skill areas when they receive in-depth interventions to help accelerate their learning
Word Reading Fluency Passage Reading Fluency	2 weeks	Students typically take longer to improve in these skill areas
Vocabulary CCSS Reading MCRC Math	3–4 weeks	Students should be tested every three to four weeks in these measures

## Determining the Appropriate Progress Monitoring Measures to Use

In selecting a measure to use for progress monitoring, it is best to find one on which the student's scores generally fall in the 10<sup>th</sup> – 50<sup>th</sup> percentile range. This is the range at which the measures will be most sensitive to detecting growth as the student makes improvement.

*easyCBM* assessments are built on a scale of progressive difficulty, with each grade level becoming more challenging and each measure type (for example, WRF versus PRF) within a grade level 'stair-stepping' up in difficulty. For example, sixth-grade teacher can elect to administer the Passage Reading Fluency (which provides information about students' ability to read aloud narrative text with accuracy), Vocabulary, CCSS Reading, and/or Multiple Choice Reading Comprehension (which provides information about students' skill in literal, inferential, and evaluative comprehension). If the student completed the Benchmark Assessments, the Benchmark Report provides a recommendation for which Progress Monitoring measures to use. If the student has not completed the Benchmark Assessments (as in the case with transfers in between Benchmarks), the teacher can begin assessing the student by administering one on-grade-level measure of the Passage Reading Fluency, Vocabulary, and MCRC tests.

Once the student's scores are in the system, the teacher can examine the student's individual graph and make the following evaluation:

- If the student's score is above the 50th percentile line, the teacher can say, "This particular skill area is not an issue."
- If the student's score is between the 10th and 50th percentile, the teacher can say, "This particular skill is an area of weakness" and then select that measure for Progress

## Monitoring.

- If the student's score is below the 10th percentile, then the teacher knows:
  - there may be reason to suspect an even earlier skill deficit (in this case, maybe the student has never mastered phonics so the Letter Sounds measure would be the most appropriate to use for monitoring progress while at the same time ensuring that the student is being instructed in phonics)
  - if the subsequent test of Letter Sounds (available on the K and Grade 1 Measure tabs on *easyCBM*) indicates that the student is at or above the 50th percentile for students in those earlier grades in that skill area, then the issue is probably not one of basic phonics, but instead is indicative of a need for additional fluency-building work but at an earlier grade level (to firmly establish sight words)
- If the student's score is well below the 10th percentile on the sixth-grade PRF measure, the teacher may want to drop 2 grades and administer a PRF measure from the 4th grade). If the student's score is right at or just below the 10th percentile on the sixth-grade measure, the teacher might progress monitor using the fifth-grade test instead.

The teacher's goal is twofold: determine what underlying skill deficit might be leading to the student's *not proficient* score on the state test and identify the appropriate measure to use to monitor the student's improving skill as he/she receives targeted intervention/instruction aimed at addressing those skill deficits. In all cases, the teacher needs to assist the student in moving up to the most challenging grade-level tests as quickly as possible. Each student's trajectory is likely to be slightly different and will depend on the student's level of initial skill/underlying skill deficits, the intensity of intervention provided; the ability to benefit from that particular intervention (as well as motivation to improve), attendance (the student must be present to benefit from instruction), and so forth.

For a sixth grader who requires intensive instruction in phonics (Letter Sounds), it is unlikely teachers will be able to make up all the ground they need to get the student to on-grade-level comprehension by the end of the year. Regardless, teachers can certainly make good progress toward that goal, with the intention to continue to make progress in subsequent grades. For older students, Letter Sounds/basic phonics is a skill area in which the teacher should be able to see dramatic improvement in a matter of weeks. This assumes that intensive and appropriate instructional intervention is being provided to ensure the student acquires the skills he/she lacks. Ideally, older students (grade 2 and above) should move from the 10th percentile to the 50th on the Letter Sounds measure within a month or less, with effective instruction focusing on phonics.

Building fluency takes longer, but average growth is about four to six words correct per minute per week for students who are far behind their peers **and** who are receiving instructional interventions specifically targeting fluency building (repeated readings, choral readings, reading

aloud to younger children/parents/mentors, and so forth). The teacher should see student rate of growth exceed six words correct per minute per week; otherwise, the student is not 'catching up' but merely maintaining the existing gap.

As described earlier, for very low performing students, the teacher should select an out-of-grade-level measure but move the student up to the next grade level as soon as the student performs at the 50th percentile mark for that earlier grade-level measure. For example, if the teacher starts a sixth-grade student on Grade 2 PRF measures, the student should be ready to move to the Grade 3 PRF measures after four to six weeks of intensive fluency building work. This work is designed to reinforce phonics for unfamiliar words and to move additional words into the student's sight vocabulary through repeated exposure.

Once a student is reading fluently at grade level (50th percentile mark on grade-level PRF measures), the student probably has sufficient fluency skill to be able to start focusing more on comprehension and vocabulary. Until the student is at that threshold, it is likely that the student's working memory capacity is allocated to decoding unfamiliar words rather than attending to the 'bigger picture' of actual comprehension, except at the most literal level. Once the student is able to read more fluently, the student is able to focus on making meaning from the words in the text and can begin to focus on inferential and evaluative, as well as literal, comprehension.

## **Progress Monitoring Suggestions from Benchmark Results**

The Progress Monitoring suggestions on the Benchmark report (see sample report below) reflect learning progressions. In reading, they represent the skill development – from phoneme segmenting and letter names to letter sounds as part of decoding. Then the progression moves to word and passage reading fluency. Finally, the progression culminates in comprehension with vocabulary and with narrative as well as expository text. In mathematics, the progression moves from more basic skills based on the *National Council of Teachers of Mathematics'* focal point standards to the more advanced skills aligned with the CCSS.

These recommendations are derived from an algorithm embedded in the *easyCBM* database and are intended to provide guidance to teachers as they move from Benchmark assessments to tiered interventions with Progress Monitoring. Given the various levels of risk in the individual measures used for screening, 1–2 progress measures that are the most likely to change within the year and also provide relevant diagnostic information for teachers to target specific skills are suggested.

Please note that these are suggestions, not requirements. The recommendations add an extra level of functionality to the system, assisting teachers in appropriate data-based decision-making, but are not intended to replace professional judgment.

## Sample Benchmark Report with Progress Monitoring Suggestions

Benchmark Scores
Risk Analysis

Journeys Interventions ( [WRF](#) [PRF](#) [MCRC](#) )

2013-2014 | [2012-2013](#) | [2011-2012](#) | [2010-2011](#) | [2009-2010](#) | [2008-2009](#)
☒ Show Percentiles

[Fall](#) | [Winter](#) | [Spring](#)

[Reading](#) | [Math](#) | [Spanish](#)

**Grade 2**

**Students**
Create Groups

[Compare WRF](#)
[Compare PRF](#)
[Compare MCRC](#)

Export CSV

	Student Name	WRF		PRF		MCRC		Risk	Suggested Progress Monitoring
1	Ball, Adalberto	45th	36	59th	65	23rd	5	Low	Monthly with <a href="#">MCRC</a>
2	Bernier, Alaina	23rd	20	18th	30	2nd	2	Some	Every 2 weeks with <a href="#">WRF</a>
3	Bohman, Janett	7th	8	8th	17	23rd	5	High	Every 2 weeks with <a href="#">WRF</a>
4	Cerrato, Oliver	85th	66	90th	115	91st	11	Low	
5	Cupp, Mary	4th	6	4th	10	0th	0	High	Every 2 weeks with <a href="#">WRF</a>
6	Dimauro, Bobbie	90th	72	94th	132	12th	4	Low	Monthly with <a href="#">MCRC</a>

## Measure Descriptions

### Reading Measures

The **reading assessments** include the following measures, which are based on the “Big Five” from the National Reading Panel:

- Alphabetic Principle (Phoneme Segmenting, Letter Names)
- Phonics (Letter Sounds)
- Fluency (Word Reading Fluency, Passage Reading Fluency)
- Vocabulary (Vocabulary)
- Comprehension (CCSS Reading, Multiple Choice Reading Comprehension)

Common Core reading measures are specifically designed to address aspects of reading comprehension not assessed through fictional narrative text. The measures include Read to Perform a Task, Informational Text, and Short Literary Text. While the MCRC measures are most

appropriate for use as screening assessments, the CCSS reading measures are more appropriate for Progress Monitoring, particularly for students with low comprehension skills.

### Reading Curriculum Based Measures

These reading areas are based on the “Big Five” constructs of reading reported in the 2000 National Reading Panel report.								These reading areas are based on Common Core State Standards (CCSS).
READING								READING
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Reading Comprehension	Common Core (Read to Perform a Task, Informational Text, Short Literacy Text)
K	✓	✓	✓	✓				
1	✓	✓	✓	✓	✓			
2				✓	✓	✓	✓	
3				✓	✓	✓	✓	✓
4					✓	✓	✓	✓
5					✓	✓	✓	✓
6					✓	✓	✓	✓
7					✓	✓	✓	✓
8					✓	✓	✓	✓

The **reading measures** address the following reading components that are all critically important components identified by the National Reading Panel and outlined in the CCSS:

- early literacy (phonemic awareness and phonetic decoding)
- fluency
- comprehension
- vocabulary

The measures included in the **early literacy** component are Letter Names, Letter Sounds, and Phoneme Segmenting. All of these measures are fluency-based and consist of one minute, individually administered and scored timed tests. Each alternate form of the measure (for example, 17 Letter Names assessments) contains different combinations of letters and sounds. The teacher should not teach the letters specific to each assessment. The instructional focus should be on attaining proficiency with all upper- and lower-case letters and accompanying sounds.

The **Letter Names** test is included in the kindergarten and grade 1 measures and consists of both upper and lower case alphabet letters that are presented in an order based on empirical

evidence of their difficulty (Figure 1). The student is required to name the letters that are presented by row; all letter names that are identified correctly within a one-minute period constitute the raw score.

Figure 1: Sample Letter Names Measure (Kindergarten)

Student CopyForm K-1

**Letter Names**

o	X	A	s	O	B	E	a	T	x
e	r	Z	S	L	t	R	N	p	C
m	D	P	n	F	I	M	f	K	i

The Letter Sounds measure (kindergarten and grade 1) contains lower and upper case letters and letter pairs (

**Figure 2)** in an order based on empirical evidence of their difficulty. The student must identify the letter sound that is made by the letter(s). The total score is comprised of the sum of all correctly identified letter sounds named in one minute.

Figure 2: Sample Letter Sounds Measure (Grade 1)

Student CopyForm 1-1

**Letter Sounds**

D	m	G	Y	b	o	k	X	c	A
h	e	Z	i	U	g	n	S	T	l
f	I	M	H	x	z	O	t	u	V
J	t	qu	N	l	wh	r	L	y	Sh

The **Phoneme Segmenting** measure is included in the kindergarten and grade 1 assessments and contains items that require the student to identify the individual phonemes in each word that is orally presented by the teacher/examiner (

Figure 3). The total score is the total number of correct phonemes identified within a one-minute period.

Figure 3: Sample Phoneme Segmenting Measure (Kindergarten)



Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	paid	/p/ /ai/ /d/	___ / 3	11	strap	/s/ /t/ /r/ /a/ /p/	___ / 5
2	shirt	/sh/ /ir/ /t/	___ / 3	12	futile	/f/ /u/ /t/ /i/ /le/	___ / 5

The fluency measures are **Word Reading Fluency** and **Passage Reading Fluency**. These measures assess fluency of words read in isolation and in context. Word Reading Fluency measures are included in the Kindergarten through third-grade assessments (Figure 4); Passage Reading Fluency measures range from grade 1 through grade 8 (Figure 5). Words for the Word Reading Fluency measures were selected from a variety of sources, including Dolch word lists, online grade-level word lists, and Fry's 'instant 1000 words.' They include words with both regular and irregular sound patterns and in a variety of lengths. The words were piloted in a large multi-grade study in 2006; the difficulty of each word was then calculated, and test forms were constructed to be equivalently difficult within each given grade.

As with the early literacy measures, the words contained in the Word Reading Fluency measures are presented in order of increasing difficulty and vary in complexity. Keeping in mind that CBMs are general outcome measure, the specific words should not be practiced. Rather, the instructional focus should be on teaching high frequency words and phonetic decoding skills so that students can access words quickly and efficiently. The total score for both Word Reading Fluency and Passage Reading Fluency is the number of words read correctly within a one-minute period.

**Figure 4: Sample Word Reading Fluency Measure (Grade 3)**

Student Copy				Form 3-1			
Word Reading							
I	way	great	all	sun	but	work	under
left	ball	below	always	took	new	move	who
side	dollars	found	passed	watch	rich	crops	another
father	history	isn't	ready	amount	trails	matter	waves
shape	early	clear	sense	cannot	taxes	square	vowel
base	single	difference	even	ago	suddenly	pair	cattle

**Figure 5: Sample Passage Reading Fluency Measure (Grade 3)**

**Student Copy****Form 3-1**

Susan was nervous because it was her first day attending a new school. She had just moved from a different state. She did not know anybody at her new school. She was worried that the kids would be mean to her. Both her mother and father had started new jobs, so Susan had to ride the bus to school on her own that first day. This made her even more nervous. As Susan was waiting for the bus, another girl about her age walked up to the bus stop too. She said her name was Karen. She asked if Susan was going to River Park

The **Multiple Choice Reading Comprehension** measure (MCRC) is an untimed assessment that measures student comprehension of written text (Figure 6). These measures are designed for students in grades 2–8. Multiple choice questions at the end of the passage assess students' literal, inferential, and (in grades 3–8) evaluative comprehension of text.

Students can complete these measures via paper-and-pencil or online. Each MCRC test takes approximately 30 minutes to complete. The total score is the number of correct responses that the student provides. A percent score (percent of items correctly answered) as well as an item analysis (number of items correctly answered, categorized by item type) are provided in item-level reports, in addition to the total score. It is important that the percentile rank that corresponds with a particular raw score, not the raw score itself or the percent correct, be used when interpreting student performance. The MCRC measures are, by design, the most challenging of the *easyCBM* reading measures.

**Figure 6: Sample Multiple Choice Reading Comprehension Measure (Grade 3)**

**Student Copy****Form 3-1**

Directions: Please read the story and then answer the questions that come after it.

**The Great Bake-Off**

Apple Brown Betty knew today was going to be a fantastic day. On her way to school she saw a sign announcing a town bake-off. Apple loved to bake and was famous all over town for her cookies and cakes. But Apple knew that to win this bake-off she would have to make something really stupendous. What could Apple make that would be so great, it would be awarded first prize?

After school, she rushed home to decide what to make for the bake-off. Apple thought about cookies. She loved cookies and suspected the judges must too. There were many kinds of cookies she could make. However, Apple suspected that even great cookies would not be good enough to win, for there would be dozens of cookies at the bake-off. Apple knew she wanted to stand out. Next, she thought about cakes. Her cakes were

The **Vocabulary** measures (grades 2–8) are intended to measure vocabulary proficiency

appropriate for a student’s grade level (

Figure 7). The words included in the Vocabulary measures were selected from a variety of content materials and were extensively field-tested. The bank of items represents a wide range of difficulty all aligned to grade-level content standards. The test can be administered via paper-and-pencil or online and takes approximately 10 to 15 minutes to complete. The total score is the number of correct responses that the student provides. As with the other *easyCBM* measures, it is important that the percentile rank that corresponds with a particular raw score, not the raw score itself, be used when interpreting student performance, and that teachers not use the vocabulary tests as study guides or to identify vocabulary words for specific instruction with their students.

**Figure 7: Sample Vocabulary Measure (Grade 3)**

Vocabulary 3\_1

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. To be a good basketball player takes lots of **practice**. Here **practice** means:  
A. sleeping    B. watching    C. training

2. To be safe, Sam walks on the \_\_\_\_ instead of the street.  
A. highway    B. sidewalk    C. road

3. The farmer grows **wheat** for bread. Here **wheat** means a:  
A. food plant    B. toy tractor    C. hot cereal

The **CCSS Reading measures** include **Read to Perform a Task**, **Informational Text**, and **Short Literary Text** passages. They are comprehension assessments utilizing a variety of text. For example, informational text (Figure 8), literary text (Figure 9), and read to perform a task (Figure 10) are all drawn from one of the CCSS Reading measures. Each of the measures includes five short prompts with five corresponding questions; the total score is the number of items answered correctly out of a possible 25. Again, it is important that the percentile rank that corresponds with a particular raw score, not the raw score itself, be used when interpreting student performance. The CCSS Reading tests can be administered via paper-and-pencil or online and are components of the grades 3-8 measures. **Note: these measures are most appropriate for monitoring the progress of students who are experiencing significant difficulties with reading comprehension.**

**Figure 8: Sample Informational Text Measure**

**Boats**

There are many kinds of boats. Some boats move with the wind. Some boats move with the help of a motor. Others move along the water with the help of people.

Sailboats move with the wind. A person steers the boat. That person is called a sailor. The sailors set the sail and rudder so the boat moves smoothly.

Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

Rowboats move with the help of people using oars. Oars are long sticks that drop into the water. The oars work like paddles, making the boat move.

Some boats are small, and some boats are big. Some boats move slowly, and others move quickly. All boats are alike in one way. They all move on water!

1. What moves sailboats?
  - a. Motors
  - b. Paddles
  - c. The wind

**Figure 9: Sample Short Literary Text Measure**

**Max, the Talking Cat**

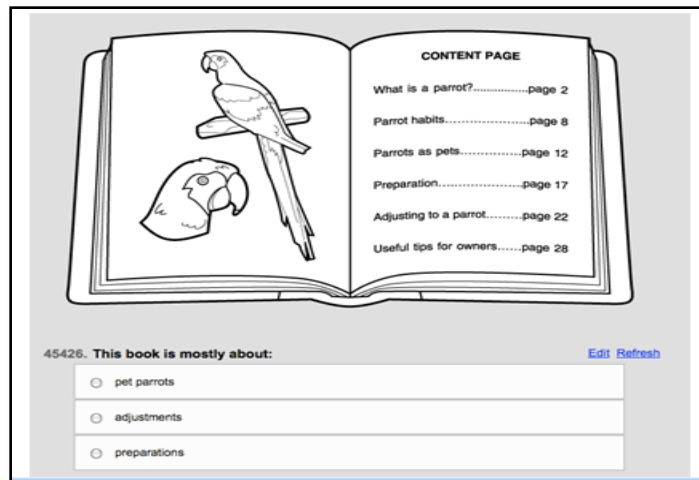
Imagine a cat that talks! Lucy's friend has a big, furry cat named Max. Max purrs with vigor and makes a variety of sounds. His sounds remind Lucy of words.

Lucy goes to her friend's house for a visit. Max greets her at the door. He nuzzles against her leg to say, "Hello." Lucy bends down and pets Max. He purrs loudly. It seems like he is saying, "Nice!" She walks into the house. First, Max follows her. Then, he runs ahead, like he is saying, "Hurry!"

Lucy likes to visit her friend and Max. She thinks Max is a very unusual cat. She likes to think about Max learning new words. Maybe someday Max will say her name "Lucy." That will be a great day!

1. Who says, "Hello," "Nice!" and "Hurry!" ?
  - a. Lucy
  - b. Max
  - c. Friend

**Figure 10: Sample Read to Perform a Task Measure**



## Spanish Reading Measures

**Spanish language literacy** measures are available for kindergarten through grade 2. These measures were developed specifically to be appropriate for assessing students receiving literacy instruction in Spanish and are authentic Spanish literacy measures rather than translations of English measures. In Kindergarten, Syllable Segmenting and Syllable Sounds (Figure 11 and Figure 12) are the two measures available. Grade 1 includes these measures, as well as Word Reading Fluency and Sentence Reading Fluency. Word and Sentence Reading Fluency measures are available for grade 2 (Figure 13 and Figure 14).

These measures are components of both the Benchmark and Progress Monitoring assessments (see table below). Each of the Spanish literacy measure types includes three Benchmark and ten progress-monitoring forms for kindergarten through grade 2. The specific test types offered are based on three years of research at the University of Oregon to identify and develop CBMs specifically addressing the ways in which Spanish literacy develops.

### Spanish Curriculum Based Measures

Grade	Syllable Segmenting	Syllable Sounds	Word Reading Fluency	Sentence Reading Fluency
K	✓	✓		
1	✓	✓	✓	✓
2			✓	✓

**Figure 11: Sample Spanish Syllable Segmenting Measure (Kindergarten)**

## Syllable Segmenting

### Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

### Directions

Say to the student: "**Voy a decir una palabra y debes responder con las sílabas que oyes en la palabra. Por ejemplo, si digo *cama*, debes decir /ca/ /ma/. Si digo *agua*, debes decir /a/ /gua/. Si digo *escuela*, debes decir /es/ /cue/ /la/. Ahora, lo tratamos.**

**Note: This is a 60 second timed test.**

### Scoring

- Underline each syllable the student says correctly.
- Put a ~~slash~~ through each syllable the student misses.
- Students are NOT penalized for saying extra syllables.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	paso	/pa/ /so/	___ / 2	12	caza	/ca/ /za/	___ / 2
2	duda	/du/ /da/	___ / 2	13	cena	/ce/ /na/	___ / 2

Figure 12: Sample Spanish Syllable Sounds Measure (Grade 1)

<b>Syllable Sounds</b>										
<p style="text-align: center;"><b>Procedures</b></p> <p>Place the probe marked "Syllable Sounds Student Copy" in front of the student. Read the directions to the student.</p>										
<p style="text-align: center;"><b>Directions</b></p> <p><b>"Cuando yo diga empieza, dí el sonido de cada sílaba. Empieza con la primera línea y después lee las líneas siguientes."</b> Demonstrate by sweeping your finger from left to right across the first row. <b>"Después de terminar una línea, mueve a la próxima línea."</b> Demonstrate. <b>"Si no sabes una sílaba, debes decir 'No sé' y continuar con la próxima sílaba. ¿Tienes alguna pregunta?...¿Estás listo/a?...Empieza."</b> At 60 seconds, say <b>"Para."</b> Mark the last letter with a bracket. ]</p>										
<p style="text-align: center;"><b>Scoring</b></p> <p><b>If student:</b></p> <ul style="list-style-type: none"> <li><u>Self corrects</u>, write S.C. above syllable and count as correct.</li> <li><u>Says incorrect syllable</u>, slash through syllable, write the response above and count as incorrect.</li> <li><u>Hesitates more than 3 seconds</u>, supply the syllable and count as incorrect.</li> <li><u>Skips syllable</u>, circle the syllable and count as incorrect.</li> <li><u>Clearly loses his/her place</u>, point to the next syllable.</li> <li><u>Says one of multiple correct syllable sounds</u>, count as correct. (e.g., for the syllable <i>ra</i>, either /ra/ or /rra/ is acceptable.)</li> </ul>										
De	o	tu	pi	La	te	Pa	Me	i	Da	10
Ju	e	Si	ab	na	se	No	me	fa	Le	20

Figure 13: Sample Spanish Word Reading Measure (Grade 1)

<b>Word Reading</b>						
<p><b>Directions:</b> Place the "Word Reading Student Copy" probe in front of the student and say, <b>"Favor de leer esta lista de palabras. Lee la primera línea de izquierda a derecha y después lee las líneas siguientes."</b> Demonstrate by sweeping your finger from left to right across the first row and then sweeping across the second row of words. Start the timing when the student begins reading. Mark a bracket ] after the last word read. If a student self corrects, write S.C. above the word and count it as correct. If they say an incorrect word, mark a slash through the word and count it as incorrect. If the student skips a word, circle the word and count it as incorrect.</p> <p style="text-align: center;"><b>Note: This test is a 60 second timed test.</b></p>						
yo	al	es	cola	da	5	
se	de	ti	nos	va	10	
mio	hacen	los	pelota	más	15	
el	fue	ese	uno	dos	20	
narradora	del	amo	luz	con	25	

**Figure 14: Sample Spanish Sentence Reading Measure (Grade 2)**

Sentence Reading	
<p><b>Directions:</b> Place the "Sentence Reading Student Copy" probe in front of the student and say, "<b>Favor de leer estas oraciones. Lee la primera oración y después lee las oraciones siguientes.</b>" Demonstrate by sweeping your finger from left to right across the first sentence and then the second sentence. Start the timing when the student begins reading. Mark a bracket ] after the last word read. If a student self corrects, write S.C. above the word and count it as correct. If they say an incorrect word, mark a <del>slash</del> through the word and count it as incorrect. If the student skips a word, circle the word and count it as incorrect.</p> <p><b>Note: This test is a 60 second timed test.</b></p>	
Voy al bosque.	___ / 3
El hombre nada.	___ / 3
Mi tía quiere comprar un vestido nuevo.	___ / 7
Mi hijo tiene miedo.	___ / 4

## Math Measures

The **general math assessments** on *easyCBM* were developed to assess students' mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics (NCTM) Focal Point Standards. They were designed to focus more on students' conceptual understanding than on basic computational skills. **Common Core math measures** have also been developed for grades K–8 (see table on next page). All items for these measures were developed in collaboration with experienced mathematics teachers and were written to align with the CCSS. Alignment studies conducted by the University of Oregon's Behavioral Research and Teaching provide strong evidence of alignment to the CCSS.

All math assessments are sensitive enough to the underlying skills such that changes in students' scores over time reflect students' learning gains. These tests tap into the subtle nuances of higher-order skills so that growth can be measured. At the same time, all the math assessments can differentiate between students who are and are not competent in the knowledge and skill areas under examination.

Progress Monitoring forms and Benchmark forms for the CCSS math do differ, intentionally, although their relative difficulty is held constant, based on the items selected for inclusion on each form. The Benchmark test forms contain 'linking items' from prior and subsequent grade-level standards, enabling the creation of a scale score in the future. Separate norms are provided for the Benchmark and the Progress Monitoring forms of the math measures.



## Math Curriculum Based Measures

These mathematics areas are currently based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics.							These mathematics areas are based on Common Core State Standards (CCSS).
MATHEMATICS							MATHEMATICS
Grade	Numbers and Operations	Geometry	Measurement	Algebra	Data Analysis	Ratios	Common Core
K	✓	✓	✓	*	*		✓
1	✓	✓	*	✓	*		✓
2	✓	*	✓	✓	*		✓
3	✓	✓	*	✓	*		✓
4	✓		✓	✓	*		✓
5	✓	✓	✓	✓	*		✓
6	✓	*		✓	*	✓	✓
7	✓	✓	✓	✓	*	*	✓
8	✓	✓	✓	✓	✓	*	✓

\*Connections to Focal Points as identified by NCTM. Within the constructs of mathematics, elements are woven in to build the foundation and progress a student to the next level of mathematics and/or topic. For example, as a kindergarten student identifies, duplicates, and extends simple number patterns and sequential and growing patterns, they are receiving foundational preparation for creating rules that describe relationships in algebra (adapted from NCTM Focal Points).

Like all measures on *easyCBM*, alternate test forms of each math assessment, within a grade and measure type, were designed to be of equivalent difficulty. The difficulty of all items was first estimated through pilot studies with item response theory. Alternate test forms were then constructed so the average item difficulty was the same across all test forms within a given grade and measure type. For instance, all Grade 4 Number and Operations test forms were created to be equivalently difficult, but the difficulty of these test forms may be different than other Grade 4 test forms assessing other standards, such as the Grade 4 Measurement test forms (all of which would be equivalently difficult to each other).

Between Benchmark testing windows, teachers select the most appropriate math measure (a single focal point standard or CCSS math) to use for monitoring progress. The most appropriate measure depends on the instruction being provided to the student, as well as the skill level of the student. For students receiving instruction targeting a particular math domain (geometry, for example, or measurement), the most appropriate measure might be the general math measure corresponding to that domain. If a more general outcome measure is desired, the CCSS math measures are designed to include some items from all of the CCSS clusters at a given grade level.

Optimally, the math tests should be used no more than once every three weeks for monitoring progress. Although weekly Progress Monitoring in mathematics is not recommended, in situations where such frequent Progress Monitoring is required, teachers should either:

- Focus on one particular measure type at a time, transitioning to the next measure type after all ten Progress Monitoring forms have been used for a given type, or
- Rotate through the different math measures so each gets tested every four weeks.

Students who require Progress Monitoring in multiple areas should have assessments rotated or be assessed with the CCSS math measures.

All Math items that require reading come with a '**read aloud**' option. Students can click a speaker icon and have the math item read aloud to them. The read aloud option cannot be turned off. This is because research on Universal Design for Assessment suggests that having text read aloud to students helps remove barriers that may otherwise preclude them from accessing the test and demonstrating their mathematics competencies. In other words, without the read aloud option, there is a higher possibility that students' math scores would be unrepresentative of their true math ability. For this reason, it is important that students have headphones available in the computer lab when testing so they can use the read aloud option, if needed. This read aloud option is available in both English and Spanish language. To have the Spanish language translations of the math measures appear, you must activate this feature through the system settings for your account. Once the Spanish language translations option has been activated, all math items on the easyCBM system will display in both English and Spanish (students toggle from one language to the other on the screen, on an item-by-item basis), with read-aloud available in both languages.

Math measures are included at all grade levels (kindergarten through grade 8), with the content varying by grade level, in keeping with content standards (either NCTM Focal Point Standards or CCSS math standards). The **Number and Operations** measure is included at all grade levels and addresses basic operations (addition, subtraction, multiplication, division) appropriate for each grade level. The test is untimed and can be administered via paper-and-pencil or online.

The Progress Monitoring tests typically take between 8 to 15 minutes to complete. The total score is the number of items that the student correctly answers. A sample from one of the kindergarten Number and Operations measures is shown in (Figure 15).

**Figure 15: Sample Math Number and Operations Measure (Kindergarten)**

Math Numbers and Operations K\_1

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.

○○ + ○ = \_\_\_\_

A. 9  
B. 5  
C. 3

2.

How many gray boxes?

A. 4  
B. 2  
C. 6

A specific **Geometry** measure is included in the Math measures for Kindergarten and grades one and three. The measure includes items that vary in complexity (for example, identification of shapes to calculation of perimeter). It is an untimed test that can be administered online or via paper-and-pencil. It takes approximately 8 to 15 minutes to complete. The total score is the number of items that the student correctly answers (Figure ).

**Figure 16: Sample Geometry Measure (Grade 1)**

3.

Which is the same shape?

A.   
B.   
C.

4.

Which are the same?

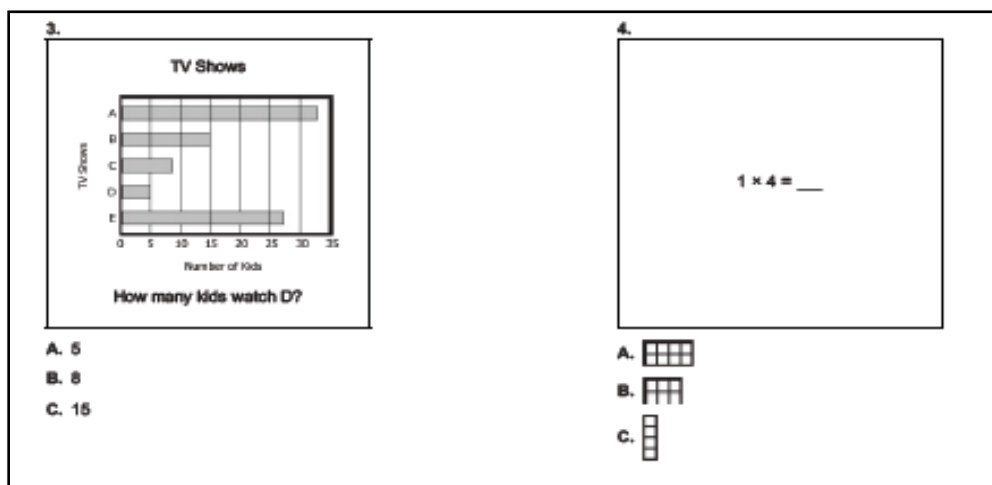
A.   
B.   
C.

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27

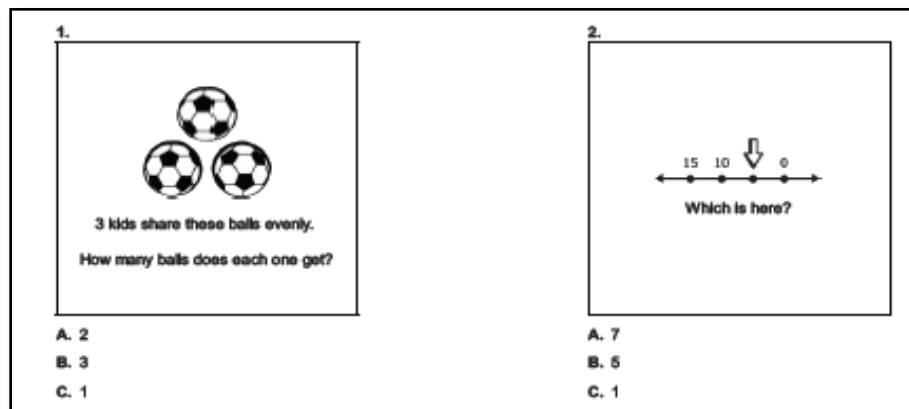
The **Measurement** measure is included in the Kindergarten, second and fourth grade measures. It is designed to include items that assess various aspects of measurement (e.g., linear measurement, calculation of area, estimation, telling time). It is an untimed test that takes approximately 8 to 15 minutes to complete. The test may be administered online or via paper-and-pencil. The total score is the number of items the student correctly answers (Figure 17).

**Figure 17: Sample Measurement Measure (Grade 4)**



The **Number and Operations and Algebra** measure is designed to assess basic algebraic knowledge utilizing all four operations (addition, subtraction, multiplication, division). The measures are available for grades 1–4 and 7, and take about 8 to 15 minutes to complete. These untimed measures are available online and paper-and-pencil. The total score is comprised of the total number of items that the student answered correctly (Figure 18).

**Figure 8: Sample Number and Operations, Algebra Measure (Grade 3)**



The **Geometry, Measurement, Algebra** measure is included in the fifth and seventh grade assessments. These measures are untimed and take approximately 8 to 15 minutes to complete. The measures test a variety of geometry, measurement, and algebra concepts. Both paper-and-pencil and online administration options are available. The total score is the total number of items that the student answers correctly (Figure 19).

**Figure 19: Sample Geometry, Measurement, Algebra Measure (Grade 5)**

<p>1.</p> <div style="border: 1px solid black; height: 120px; margin: 10px 0;"></div> <p style="text-align: center;">How many  fit in  ?</p> <p>A. 3 B. 4 C. 2</p>	<p>2.</p> <div style="border: 1px solid black; height: 120px; margin: 10px 0;"></div> <p style="text-align: center;">Which shape is this?</p> <p>A. octagonal prism B. cylinder C. pyramid</p>
--	--

A specific **Algebra** measure is provided for grade 6 and 8. The Algebra measure includes both basic and complex algebraic equations and word problems. These untimed tests take approximately 8 to 15 minutes to complete and can be administered online or via paper-and-pencil. The total score is the number of items answered correctly (Figure 20).

**Figure 20: Sample Algebra Measure (Grade 6)**

<p>1.</p> <div style="border: 1px solid black; height: 120px; margin: 10px 0;"></div> <p style="text-align: center;"> <math>a = 5</math>  <math>b = 6</math>  <math>a + b + 7 = \underline{\hspace{1cm}}</math> </p> <p>A. 17 B. 18 C. 15</p>	<p>2.</p> <div style="border: 1px solid black; height: 120px; margin: 10px 0;"></div> <p style="text-align: center;"> <math>6y = 60</math>  <math>y = \underline{\hspace{1cm}}</math> </p> <p>A. 11 B. 54 C. 10</p>
---	---

The **Number and Operations, Ratios** measure is included as part of the grade 6 measures. As with all other Math measures, it can be administered online or via paper-and-pencil and takes approximately 8 to 15 minutes to complete. The total score is the total number of correct items (Figure 21).

**Figure 21: Sample Number and Operations, Ratio Measure (Grade 6)**

Math Numbers Operations and Ratios 6\_1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1.

Fruit	Pounds	Cost
Apple	1	\$2.50
	2	\$5.00
	3	\$7.50
Cherry	1	\$3.00
	2	\$6.00
	3	\$9.00
Banana	1	\$2.00
	2	\$4.00
	3	\$6.00

Which fruit is most expensive?

A. Cherries

B. Apples

C. Bananas

2.

3 DVDs cost \$20.

Sam spends \$40 on DVDs.

How many DVDs does he get in all?

A. 6

B. 8

C. 4

The **Number and Operations, Algebra, Geometry** measure is included in the Grade 7 measures and includes both computations and word problems. The measure is untimed and takes approximately 8 to 15 minutes to complete. The measure can be administered online or via paper-and-pencil. The total score is the total number of correct items (Figure 22).

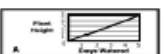


**Figure 22: Sample Number and Operations, Algebra, Geometry Measure (Grade 7)**

Math Nums Ops Algebra and Geometry 7\_1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1.

A.	
B.	
C.	

Each day that it is watered, a plant grows 1 inch. Which shows this?

A. A

B. B

C. C

2.

Truck	Cost in \$	Times it can be towed
1	20,000	8
2	22,000	12
3	40,000	20
4	35,000	24

Which costs 2 times as much as Truck 1?

A. Truck 3

B. Truck 2

C. Truck 4

The **Geometry and Measurement** and the **Data Analysis, Numbers and Operations, Algebra** measures are included only in the eighth-grade measures. As with all other Math measures, these measures are untimed and can be administered online or via paper-and-pencil. The total score is the total number of items answered correctly; each measure takes approximately 8 to 15 minutes to complete (Figures 23 & 24).


**Figure 23: Sample Geometry and Measurement Measure (Grade 8)**


**Math Geometry and Measurement 8\_1**


Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.

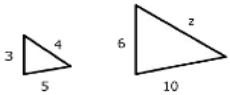
Which lines are parallel?

A. 

B. 

C. 

2.



These triangles are similar.

$z = \underline{\hspace{1cm}}$

A. 8  
B. 10  
C. 15

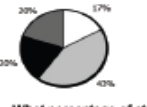
**Figure 24: Sample Data Analysis, Numbers and Operations, Algebra Measure (Grade 8)**

**Math Data Analysis Nums Ops and Algebra 8\_1**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

1.

Percentages of Students  
in 4 Different Grades

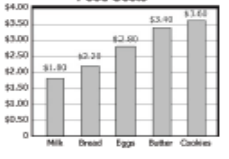


What percentage of students  
are in grade 7?

A. 25%  
B. 20%  
C. 15%

2.

Food Costs



How much for milk and eggs?

A. \$4.60  
B. \$4.20  
C. \$4.00

## Timed and Untimed Measures

Both timed and untimed measures are included in *easyCBM*. The teacher must administer timed tests (for example, fluency-based measures) individually. Untimed tests (for example, Vocabulary, Reading Comprehension, and Math measures) may be administered in a group setting and are optimized for computer or iPad administration, thereby enabling student responses to be automatically scored and performance recorded in the system.

With the exception of the individually-administered fluency-based measures, all Benchmark and Progress Monitoring measures can be administered via paper-and-pencil or by having students take them directly online. All math measures include audio to provide access support for struggling readers. This accommodation is included because the measures are intended to measure students' math skills, and not their reading skills. The read-aloud option provides struggling readers access to the test, allowing them to demonstrate their math competencies that otherwise may be impeded by their reading deficiencies. In addition, as described earlier, account holders can activate an option that provides automatic Spanish translation of all math measures, in both written and audio form, with students having the ability to select the language in which the item should be displayed.

For measures that are typically 1:1 administration (fluency measures), the teacher has the ability to enter the student responses online while the student is taking the test. A built in timer is provided for ease of use. A device with touch screen technology is recommended for live data entry, to enable the test administrator to follow test administration protocol, where students are not aware when an error is being marked (audible 'clicks' to mark errors introduce potential measurement error and should be avoided). All online measures are automatically scored; paper-and-pencil administrations require data input by the teacher or test administrator.

## Assessment Administration

With *easyCBM*, educators have the option of assessing via paper/pencil or through computer-based administration of the measures, where students directly respond to the test items online, providing real-time scoring and reporting of assessment results. The intuitive *easyCBM* assessment system is extremely user friendly. It compiles all data for teachers; screening and progress monitoring reports (e.g., group and individual graphs; multiple-choice reading comprehension tables) are generated by the program for easy review, analysis, and decision-making. Individual account holders control the system settings, including testing windows for the Benchmark Assessments.

Nearly all assessments are available as student-paced online computer-administered assessments. The only exceptions are the early grade fluency measures that require a teacher to administer the test individually to each student. However, the teacher can choose to enter the



item-level detail directly into the computer or from an iPad as the student reads these measures. The teacher can also use a paper answer document, record answers, and enter the student responses into the system at a later time. Upon completion of data entry, student responses are automatically scored by the *easyCBM* system.

The group-administered measures can be administered via desktop computers, laptop computers, or iPads. When a test is administered online, the teacher simply needs to assign tests to students prior to the testing session and then monitor the testing environment while students are working. The online assessment is student-paced. Each student logs in with or without a password (account holder option) and has access only to the assessment assigned to him or her. At all grades, *easyCBM*'s tests of Vocabulary (Grades 2–8), Reading Comprehension (Grades 2–8), and Mathematics (Grades K–8) are optimized for computer-based administration. Student responses are automatically scored by the *easyCBM* system upon completion of the testing session.

If computer administration is not an option, all assessments can be administered on paper. Both the Benchmark and Progress Monitoring Assessments are easily accessible on the *easyCBM* Measures tab for teachers to download and print. Student and assessor (teacher) copies of each measure are available as PDF files. The Benchmark measures are organized by grade, benchmark period, and assessment content area. Progress Monitoring measures are organized by grade and content area (e.g., reading measures; math measures).

With the exception of the individual fluency measures, all assessments can be administered in a group format. After testing, teachers or other school staff members enter the item-level data into the system. After data entry is complete, the data are instantly scored and all reports are immediately available.

## Testing Times

The average number of questions on the Benchmark and Progress Monitoring Assessments in reading varies by grade. The Benchmark Assessments require the following testing times:

- In Kindergarten and Grade 1, students are administered three individually-administered assessments in reading, each of which takes one minute.
- In Grade 2, students are administered two individually-administered measures, each of which takes one minute, and two group-administered measures: one 12-item vocabulary measure, which takes approximately 10 minutes, and one 12-item reading comprehension measure, which requires about 20 minutes.

- In Grades 3–8, students are administered one individually-administered measure, which takes one minute, and three group-administered measures: one 20-item vocabulary measure, which takes approximately 15 minutes, and one 20-item comprehension measure, which requires about 30 minutes. In addition, there is an optional 25-item CCSS-aligned reading assessment, which takes about 30 minutes.

Progress Monitoring Assessments available for each grade mirror the Benchmark Assessments listed above. The individually administered measures require one minute each, while the vocabulary measure requires from 10–15 minutes, the MCRC reading comprehension measure 20–30 minutes, and the CCSS reading measure 30 minutes.

The general mathematics Benchmark Assessments contain 45 items and take approximately 30 minutes to complete. In addition, CCSS-aligned mathematics measures are available. Kindergarten and Grade 1, these measures contain 30 and 35 items, respectively, and take approximately 15 minutes for students to complete. The CCSS Benchmark Assessments for Grades 3–8 include 45 items and take approximately 30 minutes for students to complete.

There are two different kinds of math Progress Monitoring Assessments. The National Council of Teachers of Mathematics Focal Point Standards-based math measures have 16 questions per form and take about 8 minutes to complete. The CCSS-aligned progress monitoring measures include 25 items in Grades K-2 and 30 items in Grades 3-8. They take approximately 20 minutes for students to complete.

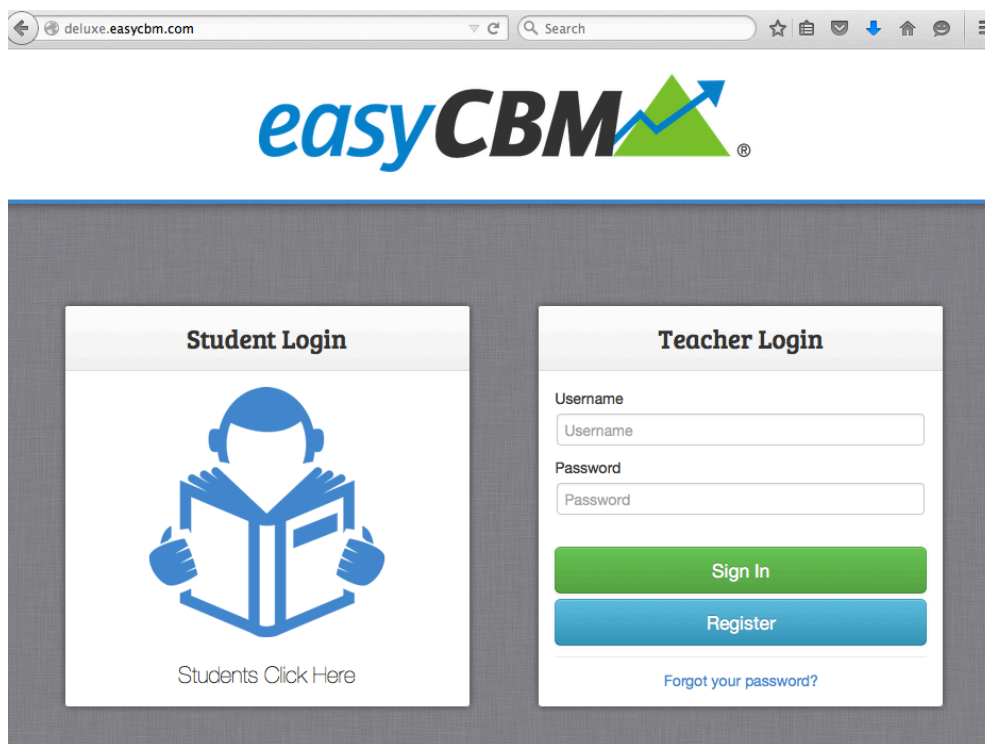
## Part 3 Using easyCBM

*easyCBM* is intuitive and easy for both students and teachers to use, as illustrated in the overview of how teachers and students access the system on the following pages. To help educators use the system, training modules and user guides are available within the system.

### Teacher Access

Users type in their username and password to access the *easyCBM Deluxe Edition*. People who previously had accounts on the Lite Edition use the same username and password after they have upgraded to the Deluxe Edition.

Figure 25: *easyCBM* Login Page



The screenshot shows the login page for *easyCBM Deluxe Edition*. The browser's address bar displays `deluxe.easycbm.com`. The page features the *easyCBM* logo at the top. Below the logo, there are two main login sections: **Student Login** and **Teacher Login**. The **Student Login** section includes a blue icon of a person reading a book and the text "Students Click Here". The **Teacher Login** section includes input fields for "Username" and "Password", followed by "Sign In" and "Register" buttons, and a link for "Forgot your password?".

The username or password can be reset if the user forgets one or both. The user simply clicks on either "Forgot Password?" or "Forgot Username?" and follows the directions.

Upon logging in, the Teacher Dashboard Page appears. It contains several tabs and/or links: **Students**, **Measures**, **Reports**, and **Interventions**, as well as a **Resources** link that includes **Training** in test administration and scoring.

## Training Modules

To help the teacher become familiar with test administration, the system includes training modules, as shown in the following figure. These modules address both the group-administered measures (Multiple Choice Reading Comprehension, Mathematics, and Vocabulary) and the fluency-based measures (Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, and Passage Reading Fluency).

Figure 26: *easyCBM* Training Modules

**easyCBM Training**

This multimedia module provides training on the easyCBM assessment system and proficiency exams for you to check your understanding. Complete the training section first before proceeding to the proficiency exams. Click on the links below to get started.

**Group Administered Measures**

Task Name	Training	Proficiency
Overview of Group Administration	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Multiple Choice Reading Comprehension	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Vocabulary	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Mathematics	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>

**Individually Administered Measures**

Task Name	Training	Proficiency
Overview of Individual Administration	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Letter Names	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Letter Sounds	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Phonemic Segmenting	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Word Reading	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>
Passage Reading Fluency	<a href="#">Not Attempted</a>	<a href="#">Not Attempted</a>

A couple things to note:

Each of the training modules includes a short narrative description of the measure, and for the individually-administered measures, there is also a one minute video clip of the test administration, and an opportunity for the user to learn the correct pronunciation of letters or sounds contained in the assessment. Educators can use the Proficiency component to test their understanding of the training and to practice scoring students' oral responses. Teachers receive a rating indicating how accurately they scored the sample items.

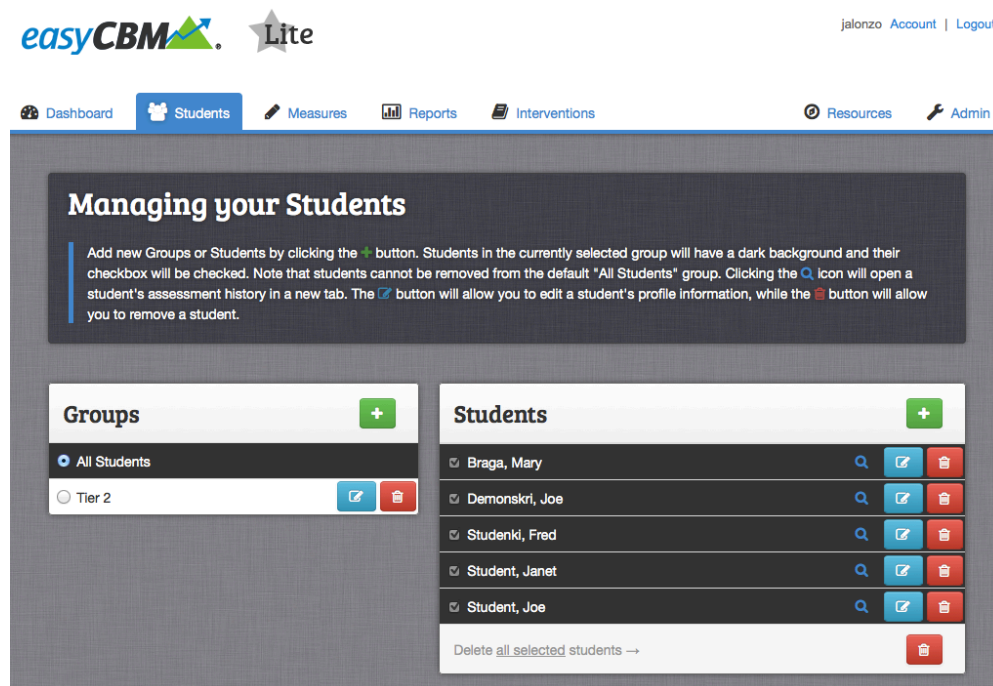
## Students Tab

The Students tab contains information about the students on the teacher's roster and allows teachers to create temporary student records as well as student groups. Because it is likely that a subset of a teacher's students will receive the same intervention support to address a specific

skill deficit and that these students will likely take the same Progress Monitoring measure, teachers can create student groups to which the same measure is administered for progress monitoring.

To create a Student Group, the teacher clicks on the “Add Group” button; a new window appears that allows the teacher to create a name for the group as well as select specific students to include in the group. This functionality is shown in the following figure.

**Figure 27: Add a Student Group**



Student names can easily be added to the teacher’s roster in the *easyCBM* system by clicking on the green + sign in the Students’ list.

## Measures Tab

*easyCBM* contains both Benchmark and Progress Monitoring measures, which are listed by grade level on the Measures tab for the *easyCBM* system.

## Benchmark Measures

To access the Benchmark measures, the teacher clicks on “Benchmark” to see a list of the assessments by grade and benchmark period. The teacher selects the appropriate grade level (located at the center of the page) to access the assessments for that grade.

**Figure 28: Select Benchmark Measures**



The teacher can download either the Combined Booklets (including all Reading and Mathematics assessments) or the individual assessments. Student and/or assessor copies can be downloaded as pdf files and photocopied, as needed. If specific measures will be taken online (e.g., Vocabulary, Reading Comprehension, Mathematics), the teacher sets a Benchmark Testing Window which enables students to access them.

Upon completion of the paper/pencil tests, the teacher can then score the assessments using the appropriate Benchmark Answer Keys, which are also accessed and downloaded on the Benchmarks page. Student scores are entered by clicking on 'Enter Scores' under the appropriate Benchmark period. Scores for those assessments that students take online are automatically computed; no data entry is required by the teacher.

The following figures show the enter scores screen.

Figure 29: Enter Scores

[Total Score](#) | [Item-level Data](#)  
English | [Spanish](#)

Name	WRF 2_Winter	PRF 2_Winter	VOCAB 2_Winter	MCRC 2_Winter	MATH 2_Winter
Ball, Adalberto	40	57	<a href="#">Edit Answers</a>	4	<a href="#">Enter Answers</a>
Bernier, Alaina	16	29	<a href="#">Edit Answers</a>	4	<a href="#">Enter Answers</a>
Cupp, Mary	<a href="#">Enter Answers</a>	11	<a href="#">Edit Answers</a>	1	<a href="#">Enter Answers</a>
Dimauro, Bobbie	<a href="#">Enter Answers</a>	129	<a href="#">Enter Answers</a>	10	<a href="#">Enter Answers</a>
Leiser, Perry	<a href="#">Enter</a>	2. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	8. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C		<a href="#">Enter</a>
Macy, Rusty	<a href="#">Enter</a>	3. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	9. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C		<a href="#">Enter</a>
Nelson, Reatha	56	4. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	10. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C		<a href="#">Enter</a>
Pitcher, Ross	84	5. <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	11. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C		<a href="#">Enter</a>
Poore, Christopher	82	6. <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	12. <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C		<a href="#">Enter</a>
Stice, Franklyn	36				<a href="#">Enter</a>
Wake, Margurite	30				<a href="#">Enter</a>
Wiebe, Marvis	64				<a href="#">Enter</a>

[Total Score](#) | [Item-level Data](#)  
English | [Spanish](#)

Name	WRF 2_Fall	PRF 2_Fall	VOCAB 2_Fall	MCRC 2_Fall	MATH 2_Fall	CCMth 2_Fall
Bravo, Sherita	46	52	<a href="#">Enter Answers</a>	9	<a href="#">Enter Answers</a>	<a href="#">Enter Answers</a>
Bulger, Otha	42	43	Sherita Bravo			
Burritt, Casandra	24	38	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	<div> <a href="#">Cancel</a> <a href="#">Save</a> </div>
Delaune, Fritz	50	73	2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Derossett, Myrtice	58	84	3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Dinh, Carina	108	228	4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	28. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Dymond, Ira	48	62	5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Fernandes, Enrique	82	87	6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Hinshaw, Vern	56	84	7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Kinman, Jed	108	182	8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Molnar, Eugene	80	154	9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Osgood, Nicol	44	48	10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Pannell, Bill	18	28	11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
Petterson, Marlys	74	97	12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C		
Rachel, Carman	50	42				

## Progress Monitoring Measures

There are 8-17 reading and 10 math Progress Monitoring assessments per type of measure, with the specific number varying based on the frequency with which the individual measure type can be administered with integrity. To access the Progress Monitoring measures appropriate for the grade level at which students are being monitored, simply click on the “Progress Monitoring” link and select the appropriate grade level on the screen that appears. You can then download a pdf file of the Student Copy and/or the Assessor Copy of the individually-administered measures. For



the group-administered measures, you can download a pdf copy of the test or assign it to one or more students so they can take it online. The figure below shows the Progress Monitoring measures screen.

**Figure 30: Progress Monitoring Measures**

**Measures on easyCBM**

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

**Progress Monitoring**

Grade: K 1 2 3 4 5 6 7 8

Show: **All** [Reading](#) [PRF](#) [VOCAB](#) [CCSS Req](#) [MCRQ](#) [Math](#) [NOAG](#) [MGA](#) [NUMOPALG](#) [CCSS Math](#)

**Reading Passage Reading Fluency**

Measure	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 7_1	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_2	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_3	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_4	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_5	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_6	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_7	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_8	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_9	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_10	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_11	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_12	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_13	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>
Passage Reading Fluency 7_14	<a href="#">Student Copy</a>	<a href="#">Assessor Copy</a>	<a href="#">Enter Scores</a>

**Reading Vocabulary**

Measure	Paper/Pencil	Online
Vocabulary 7_1	<a href="#">Student Copy</a>   <a href="#">Enter Scores</a>   <a href="#">Hide options</a>	<input checked="" type="checkbox"/> Take Online ( <a href="#">Preview</a> )
Vocabulary 7_2	<a href="#">Student Copy</a>   <a href="#">Enter Scores</a>	<input type="checkbox"/> Take Online ( <a href="#">Preview</a> )
Vocabulary 7_3	<a href="#">Student Copy</a>   <a href="#">Enter Scores</a>	<input type="checkbox"/> Take Online ( <a href="#">Preview</a> )
Vocabulary 7_4	<a href="#">Student Copy</a>   <a href="#">Enter Scores</a>	<input type="checkbox"/> Take Online ( <a href="#">Preview</a> )

## Administering Fluency-based Measures

For the individually administered measures, you should assess the student(s) in a quiet place free of distractions and noise. You will need a clipboard, stopwatch, pencil, place marker or cover sheet, and the assessor copy and student copy of the test being administered. Specific directions for test administration are provided on the assessor copy of each test.

## Specific Test Administration Instructions

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

1. Place the probe marked “Letter Names Student Copy” or “Letter Sounds Student Copy” in front of the student and hand the marker to the student to help them keep their place.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. As the student reads letters from the Student Copy of the test, follow along on the Assessor Copy. Put a slash through any letter name/sound the student says incorrectly.



- Remember that these are **60 second timed tests**.
- Start the stopwatch when the student says the first letter.
- Place a bracket after the last letter name or sound read before time expires.

### LN / LS Scoring Directions

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

*Examples:*

Examples:

R	B	s	K	j	N	P	<del>Z</del>	H	o	10	
M	<del>C</del>	sc	p	O	W	e	R	T	Y	U	50

### Phoneme Segmentation (PS) – Kindergarten and First Grade

- There is no student copy of this test, as the student is listening and responding to the words supplied by the Assessor.
- Read the directions to the student exactly as written on the Assessor copy.
- Underline each phoneme the student says correctly. (See Example Item 16 below.)
- Put a slash through each phoneme the student misses. (See Example Item 17 below.)
- The student is not penalized for adding extra phonemes if they are separated from the other sounds in the word. (See Example Item 19 below.) If the extra phoneme is added to an existing one, the segment is marked incorrect. (See Example Item 20 below.)
- If the student repeats the entire word, the word is circled and no credit is given. (See Example Item 21 below.)
- Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is "trick," and the student says "tu...ru...i...ku" they would receive 4 of 4 points.

*Example Schwa sounds:*

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
a. trick	"tu...ru...i...ku"	/t/ /r/ /i/ /k/	4 /4
b. cat	"ku...a...tu"	/k/ /a/ /t/	3 /3

8. **This is a 60 second timed test.** Do all items on the page. If the student has a score of zero after the first five rows (the student simply repeats the word after it is provided, for example) stop the test and give the student a score of zero.

*Examples:*

Item	Teacher Says	Student Says	Number Correct
16	Straight	/s/ /t/ /r/ /aigh/ /t/	<u>5</u> / 5
17	First	/f/ /ir/ /s/ /t/	<u>3</u> / 4
18	Lamb	/l/ /a/ /mb/	<u>2</u> / 3
19	Bide	/b/ /i/ /de/ s	<u>3</u> / 3
20	Soak	/s/ /oa/ /ks/	<u>2</u> / 3
21	Mess	/m/ /e/ /ss/	<u>0</u> / 3

## Word Reading Fluency (WRF) – Kindergarten through Third Grade

1. Place the student copy marked "Word Reading" in front of the student.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. Put a slash through any word the student misses. Teachers may want to use a cover sheet to reveal only the words in the row the student is reading. If the student is unable to read any words in the first three rows, discontinue the test. Note this on the test. This is a 60 second timed test.
4. Start the stopwatch when the student says the first word.
5. Place a bracket after the last word read before time expires.

## Word Reading Scoring Directions

1. If the student does not get any words correct within the first three rows, discontinue the test and record a score of zero.
2. If the student hesitates for three seconds on a word, the word is scored incorrect and the word

should be provided to the student.

3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above the word and it is *not* counted as an error.
4. If a word or an entire row is skipped, the assessor should help the student find his/her place. This would not be counted as an error if the student reads the word correctly. Errors are marked by putting a slash through any missed words.

*Examples:*

The	or	will	Number
of	about	remain	No

### Passage Reading Fluency (PRF) – First Grade through Eighth Grade

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

You have the option to enter student responses directly into a tablet rather than marking an assessor copy and entering scores later. The system is optimized for use with iPads and has also been successfully used with a variety of other tablet devices; please check compatibility with your specific tablet in advance of using with students. When using an iPad, you need only the student copy of the test and a single assessor copy (for reading the standardized administration instructions aloud to the students), as the online user interface includes the assessor copy as well as a stopwatch, which you activate when you begin administering the test.

After the test is complete and the responses are entered for each student, you press “Save” to ensure that each student’s scores are saved.

To enter and score student responses, click on the “Enter Scores” link and select the group for which scores will be entered, as shown in the figure below. Information about how to enter scores for each test is available on the tab “Show Instructions.”

Figure 31: Selecting a Student Group to Enter Scores

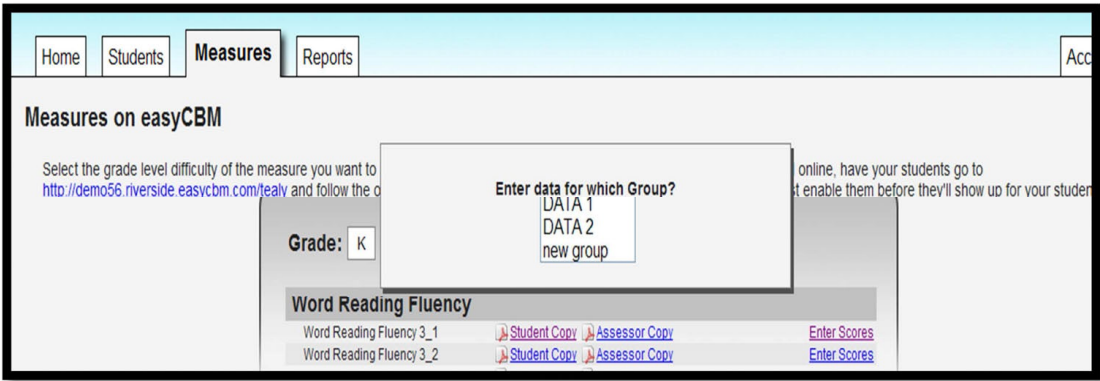
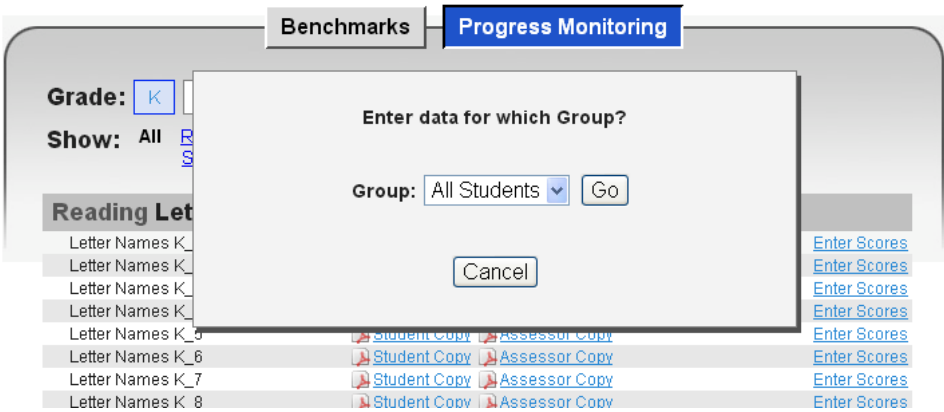


Figure 32: Selecting a Measure for Assessment



Measures on easyCBM

Select the grade level difficulty of the measure you want to access, then scroll to its section. For measures that can be administered online, have your students go to <http://demo20.riverside.easycbm.com/tealy> and follow the on-screen instructions. For Benchmark measures, your district admin must enable them before they'll show up for your students. For Progress Monitoring measures, mark the checkbox next to each measure you want listed for your students. An answer key for the Benchmark measures is provided below.



Please ensure that the date shown on the data entry screen is the date that the student(s) took the test. Because the default date is the current date, if you enter student scores after the date on which the student(s) took the test, you must change the date to reflect the testing date.

If you make an error when entering student data and notice the error after saving the responses, the error can be easily corrected. To do so, place the cursor on the incorrect student response and press “Enter” and then make the necessary corrections and press “Save” again to save the changes. This is shown in the following figures.

**Figure 33: Correcting Data Entry Errors**

Date students took measure: 8/16/12 ☒ Show Stopwatches

Student	Data Entry	Save																																																																																
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## Administering Group Measures Online

For those measures designed for group online administration (e.g., Vocabulary, Multiple Choice Reading Comprehension, CCSS Reading, and Math measures), you may select ‘Take Online’.

You are then able to view the online test without taking it by clicking on the Preview button. Please note that the test is for a Demo Student; you can use the information for demonstration purposes (e.g., guiding students to begin the test) as well as previewing the test items on your own. It should be noted, however, that the Demo student will show the actual test items, so you should not use this interface to provide students with answers to ‘example’ questions, as doing so will invalidate students’ scores. Demo student answers are not saved.

Once the online administration option is selected, a menu will appear so you can select the student group that will be taking the measure. The menu also allows you to customize the feedback that will be provided to the students (Figure 34).

The “Simple thank-you” option is the feedback option always used for Benchmark assessments. This option does not provide students with a score after they have submitted their test. It is most often used in situations where students might react strongly if their score is low.

The “Overall score” option provides students with their score on the test as soon as they have clicked the “Done” button. This option allows students to know how they did on the test, without giving them information about the specific items they got correct or incorrect.

When “Detailed scoring” is selected, students receive a color-coded answer key to the test on their screen as soon as they have clicked the “done” button to indicate they have finished their test. This report shows every item the student got correct, as well as providing the correct answer for any item the student got incorrect. Although this option provides the most detailed and immediate feedback to students on their performance, it should not be used in testing situations where students are able to see each others’ computer screens.

Figure 34: Selecting Online Administration of a Progress Monitoring Measure

Math: Numbers and Operations

Paper/Pencil

Math Nums and Ops 3\_1

Student Copy

Spanish

Enter Scores

Which Groups?

check all

unchecked all

All Students

Green Group

Purple Group

Tier Two

Online

Hide options

Take Online (Preview)

Student Feedback:

Simple thank-you

Overall score

Detailed scoring

Math Nums and Ops 3\_2

Student Copy

Spanish

Enter Scores

Take Online (Preview)

Math Nums and Ops 3\_3

Student Copy

Spanish

Enter Scores

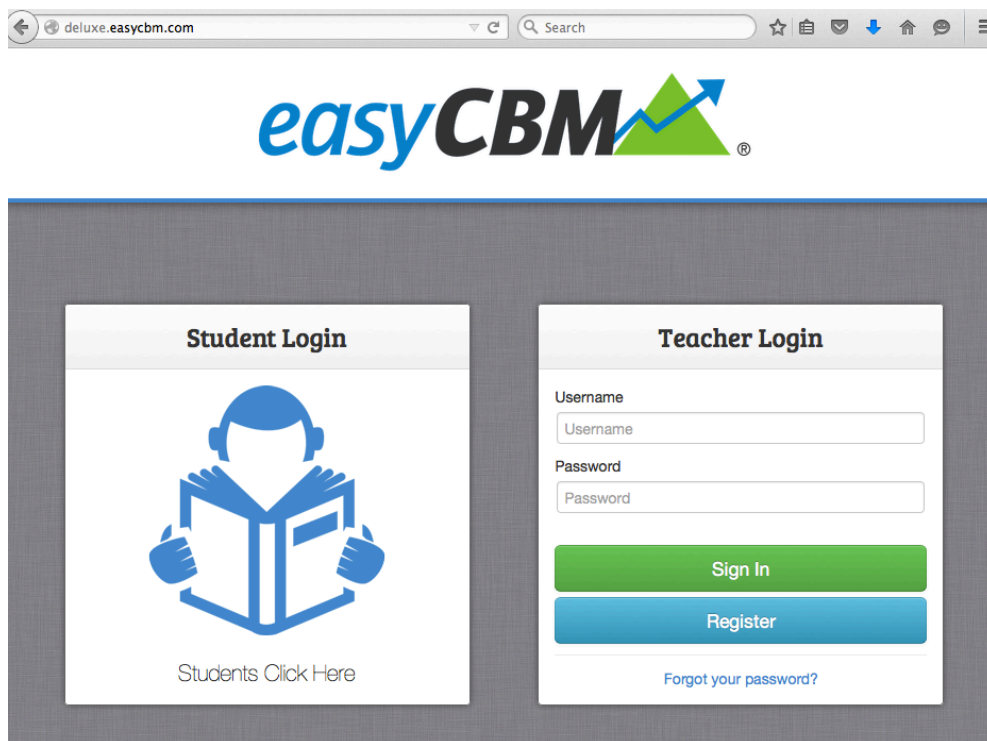
Take Online (Preview)

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Students access the online measures on the *easyCBM* system, by logging on to the *easyCBM* website. The homepage has a portal specifically designed for student access (Figure 35).

**Figure 35: Student Login on Homepage**



Students click on the “Click Here” link on the left side of the page, and then type in their teacher’s username and press ‘Go!’ They can then select their name from a drop-down list and choose the test to take. If you have only activated one measure, only one test will appear in the drop down list (Figure 36).

When the Benchmark window is open, all the Benchmark measures available are automatically added to the list of available tests. Once the Benchmark window has closed, the measures disappear from the list automatically.

**Figure 36: Online Selection of Student Name and Test**

Teacher: **tealy**

Select your Group: All Students ✓

Select your Name: Mary Cupp ✓

Select the Test:   
✓ Click to Select  
CCSS Math 2\_Fall  
Math 2\_Fall  
Reading Comprehension 2\_Fall [Done]  
Vocabulary 2\_Fall

Back

The computer loads the test automatically and scores the answers as the student provides them. As soon as students have finished the test, their scores appear on the Reports.

Before students begin their tests, you should check that each student has selected his/her correct name from the drop-down list. The student's name is displayed at the top right corner of the screen. If a student has chosen someone else's name, he/she can be directed to go 'back' and select his/her own name. If a student is unable to complete testing during one sitting, the program will remember where the student left off and will return to the same item when the student logs back on to the site and selects the test to resume.

**Once the measure has been taken by all students, you should de-activate the measure so that it is no longer accessible to the students.**

Standard test administration procedures should be followed during online test administration. For example, you should monitor students to help ensure a quiet and appropriate testing environment. You are encouraged to note if a student's Individual Education Plan (IEP) allows them to have accommodations during testing as those accommodations should be provided when they are taking the *easyCBM* assessments. During the math tests, it is recommended that students not use a calculator (unless their IEP stipulates this as an accommodation) but they should have scratch paper available during the test. If a district policy encourages calculator use, of course, then you may decide not to follow this recommendation.

As the entire Math, Multiple Choice Reading Comprehension, and Vocabulary tests were designed to be taken online, there are no answer keys. If you elect to download the paper/pencil version of the test for administration to students, you will need to enter the students' responses for each question in order for the tests to be scored.



## Part 4 Reports

*easyCBM* reports are available for both groups and individuals. The reports are designed to provide useful information to guide decision-making. Benchmark reports enable users to identify specific broad constructs (vocabulary, fluency, comprehension, mathematics) in which students are struggling/meeting expectations, thus facilitating decisions related to programmatic and curricular supports. Group-level reports provide insights into the specific skills students have mastered or with which they are struggling (specific letter sounds, for instance, or particular objectives within math, or inferential rather than literal comprehension), fostering informed lesson planning based on student needs. Individual reports enable teachers to monitor the effectiveness of specific interventions for individual students and provide an accessible way to communicate with parents.

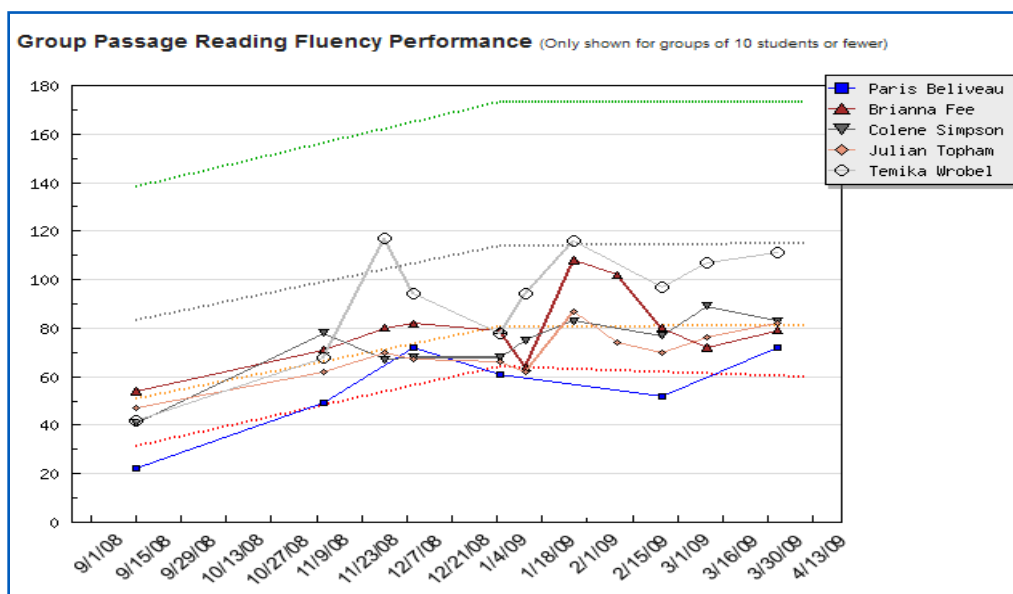
The data system within *easyCBM* produces detailed reports that provide meaningful data and facilitate a number of instructional functions, including:

- Identifying students at risk
- Monitoring effectiveness of interventions
- Organizing students into intervention groups
- Monitoring progress of groups or individual students
- Charting item response data
- Targeting aim lines for improvement
- Monitoring movement of students across instructional tiers

Because *easyCBM* is web-based, all reports are available online immediately after administration (or data entry in the case of individually-administered measures). All reports are interactive and can be printed for various uses. *easyCBM* summary and individual reports display critical student performance data in a color-coded, graphical view. *easyCBM*'s summary reports are different from those in other systems in that they provide educators with a quick snapshot of how instructional groups are performing as a whole.

As an example, the following figure includes a line graph that can be created for groups of with 10 or fewer students. This powerful visual helps educators easily see trends for a specific group.

**Figure 37: Sample Group Line Graph  
(Passage Reading Fluency Performance)**



easyCBM reports include those listed below and described in detail on the following pages:

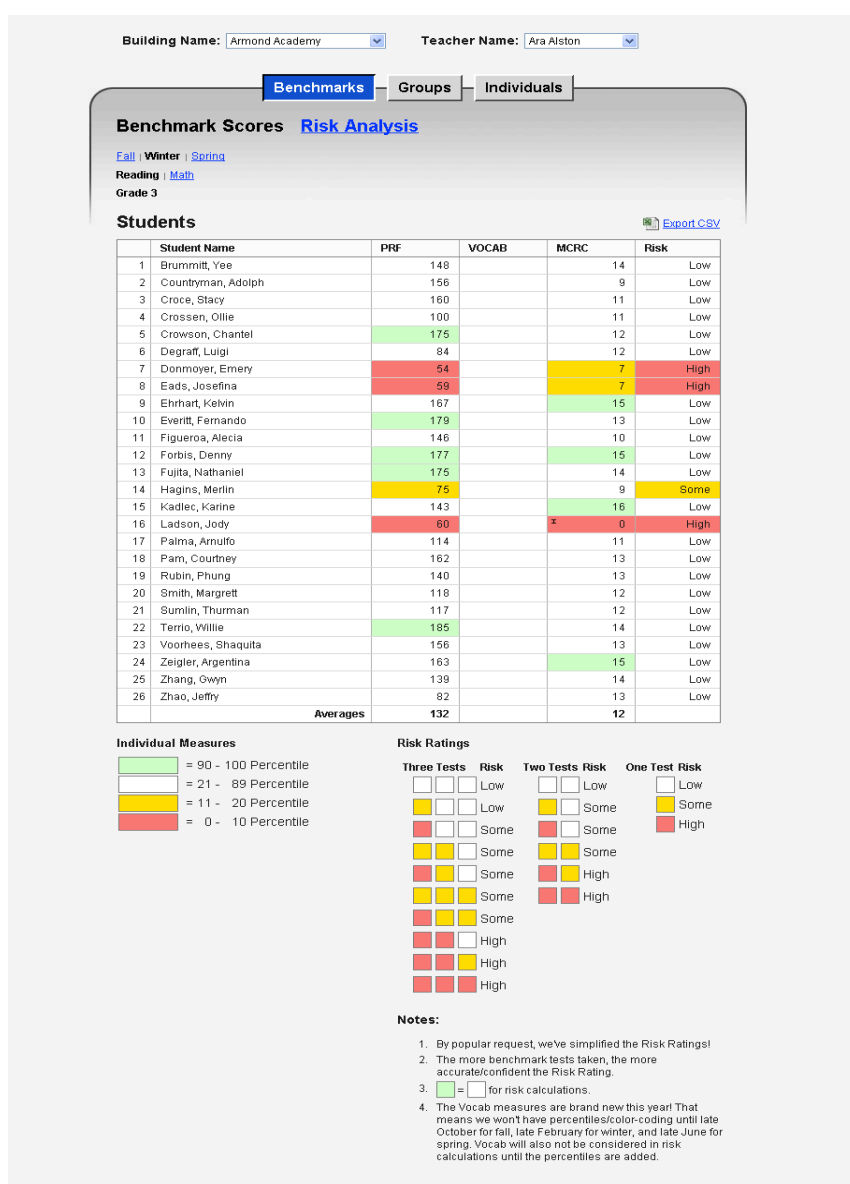
- **Benchmark Reports:** Present scores from Benchmark Assessments;
- **Group Reports:** Present data for groups of students. The data can be exported in CSV format, allowing users to further compile and sort data, create graphs, and import the data into other programs. A significant differentiator for *easyCBM* is that the group reports give educators a quick snapshot of how instructional groups are performing as a whole.
- **Individual Reports:** Users can view a report for a single student, reports for small groups of students, or reports for all students. Users can set the time range they want to use when selecting student reports to view.
- **Intervention Log:** Helps users track intervention and its impact. Interventions can be applied to multiple students,
- **Item Analysis Reports:** Help educators pinpoint areas of need for instructional decision making. A hover-over feature enables users to identify single students and review individual student graphical data.
- **Risk Analysis Reports:** Available for the Benchmark Assessments. These reports provide information about students' performance change from one test administration to the next.

- **Summary Reports:** Provide a detailed breakdown of scores, standard deviation, and multiple line graphs detailing student performance

## Benchmark Reports

The Benchmark Reports produce scores from Benchmark Assessments from Fall, Winter, or Spring. Risk ratings are provided, indicating students' risk levels based on percentile scores. Specific percentiles appear with hover-over feature and column can be sorted.) The following figure shows a sample Benchmark Report (Figure 38).

**Figure 38: Sample Benchmark Report**





## Group Reports

Teachers can create an unlimited amount of groups and assign students across groups. The teacher can then select which groups are included in the reports. The depth of group reporting functionality is a unique feature of *easyCBM*.

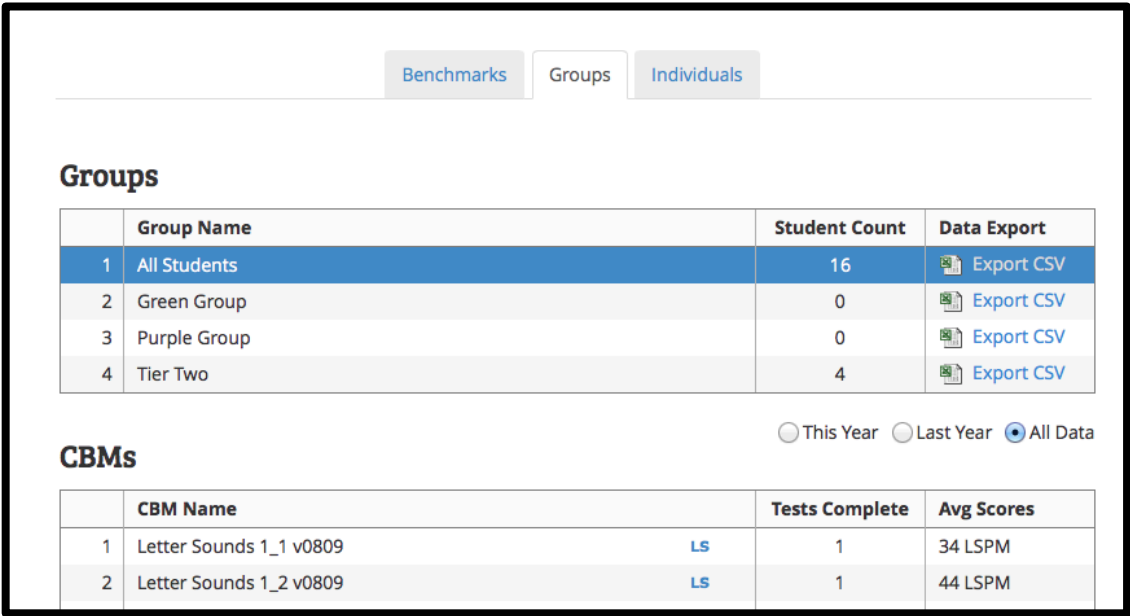
Group Reports can be used to help with data collection; they can be exported in a .CSV format (which allows them to be opened using Excel) so that users can further compile and sort data, create graphs, and import the data into other programs. Group Reports include data for assessments taken and percentile scores. Clicking on specific reports leads users to a graphical breakdown of group and student performance. The following figure shows a sample Group Report (Figure 39).

**Figure 39: Sample Group Report**

<div> <div>Benchmarks</div> <div><b>Groups</b></div> <div>Individuals</div> </div>			
Groups			
	Group Name	Student Count	Data Export
1	All Students	19	 <a href="#">Export CSV</a>
2	Promise Learning Math	7	 <a href="#">Export CSV</a>
CBMs			
	CBM Name	Tests Complete	Avg Scores
1	Letter Names K_1 LN	1	56 LNPM
2	Math Applications 2_Fall MATH	7	13 / 20 (65%)
3	Math Applications 2_Winter MATH	7	18 / 25 (72%)
4	Math Computations 2_Fall MATH	7	12 / 20 (60%)
5	Math Computations 2_Winter MATH	7	11 / 20 (55%)
6	Math Geometry 3_1 MATH	2	8 / 16 (50%)
7	Math Nums and Ops 3_1 MATH	1	8 / 16 (50%)
8	MCRC 2_1 : Feeding the Birds MCRC	2	8 / 12 (67%)
9	MCRC 2_2 : The Tea Party MCRC	2	7 / 12 (58%)
10	MCRC 2_4 : The Black Bird MCRC	1	11 / 12 (92%)
11	MCRC 2_6 : Star of the Week MCRC	1	11 / 12 (92%)
12	MCRC 2_7 : Rainy Day Running MCRC	6	10 / 12 (83%)
13	Passage Reading Fluency 2_1 PRF	7	84.4 CWPM
14	Passage Reading Fluency 2_5 PRF	2	62.5 CWPM
15	Passage Reading Fluency 2_6 PRF	1	62.0 CWPM
16	Passage Reading Fluency 2_7 PRF	2	58.5 CWPM
17	Passage Reading Fluency 2_8 PRF	2	62.5 CWPM
18	Passage Reading Fluency 2_9 PRF	2	64.5 CWPM
19	Passage Reading Fluency 2_10 PRF	6	126.7 CWPM
20	Passage Reading Fluency 2_Fall PRF	7	76.1 CWPM
21	Passage Reading Fluency 2_Winter PRF	7	83.3 CWPM
22	Reading Comprehension 2_Fall MCRC	7	7 / 12 (58%)
23	Reading Comprehension 2_Winter MCRC	7	8 / 12 (67%)
24	Word Reading Fluency 2_fall v0809 WRF	7	49 CWPM
25	Word Reading Fluency 2_winter v0809 WRF	7	60 CWPM
26	Word Reading Fluency 3_3 WRF	1	49 CWPM

When you select the Group report, you have access to detailed information about the specific tests your students have taken. The number of tests that have been administered (by type of measure) as well as the average score on each of the measures is indicated in the table. In the event that student data are collected over multiple school years, you may select which data (e.g., last year, this year, or all years) are included in the group reports (Figure 40).

Figure 40: Group Report

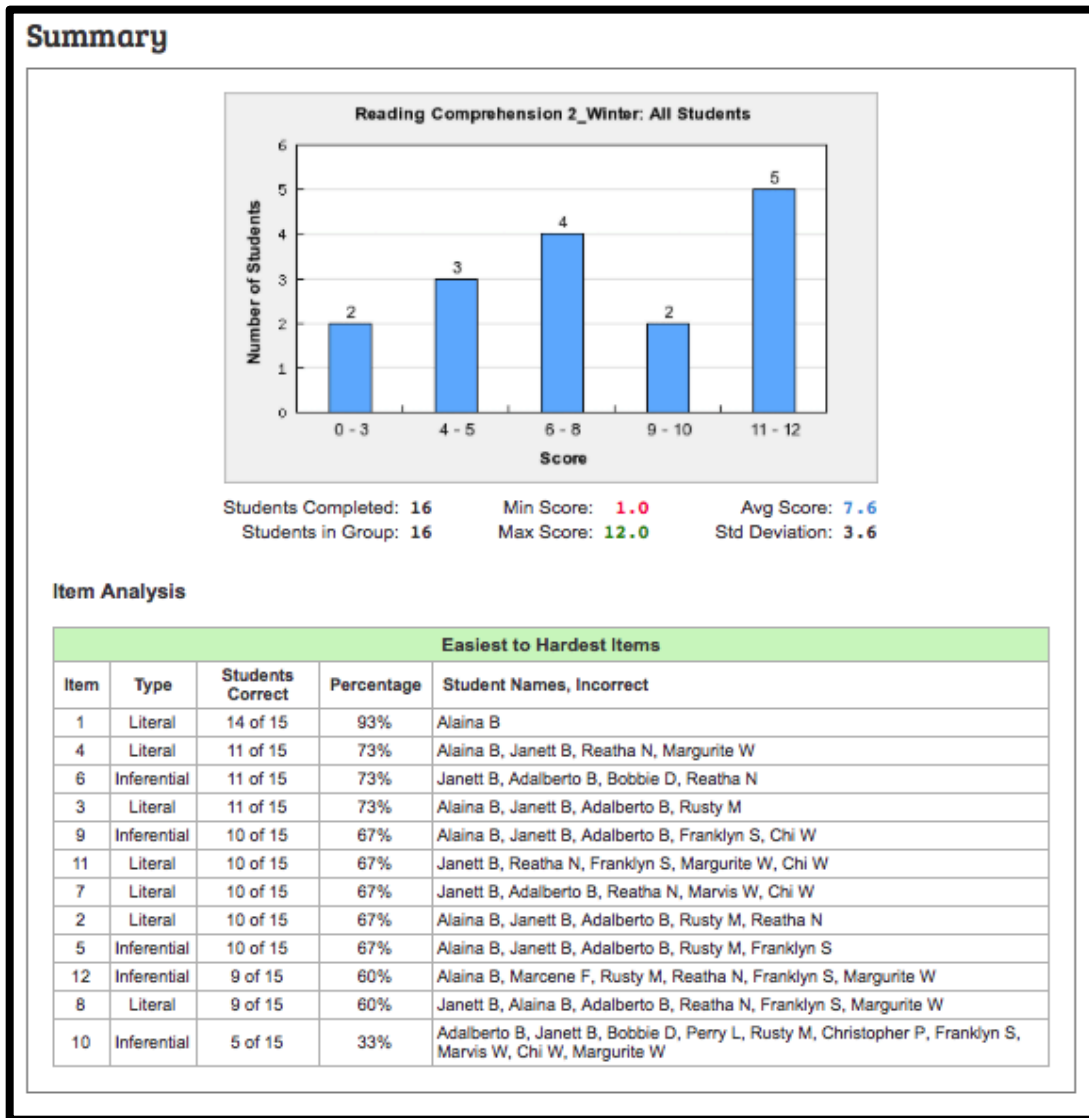


To get to the reports, click on the name of a test that your students have taken and then scroll down the page to view the reports.

The bar graph displayed in the Group Report (by measure type) provides information regarding the heterogeneity of student performance on a specific assessment. If the students’ scores cluster together in a single similar skill grouping, it is likely that teachers can effectively meet students’ instructional needs with whole-class instruction.

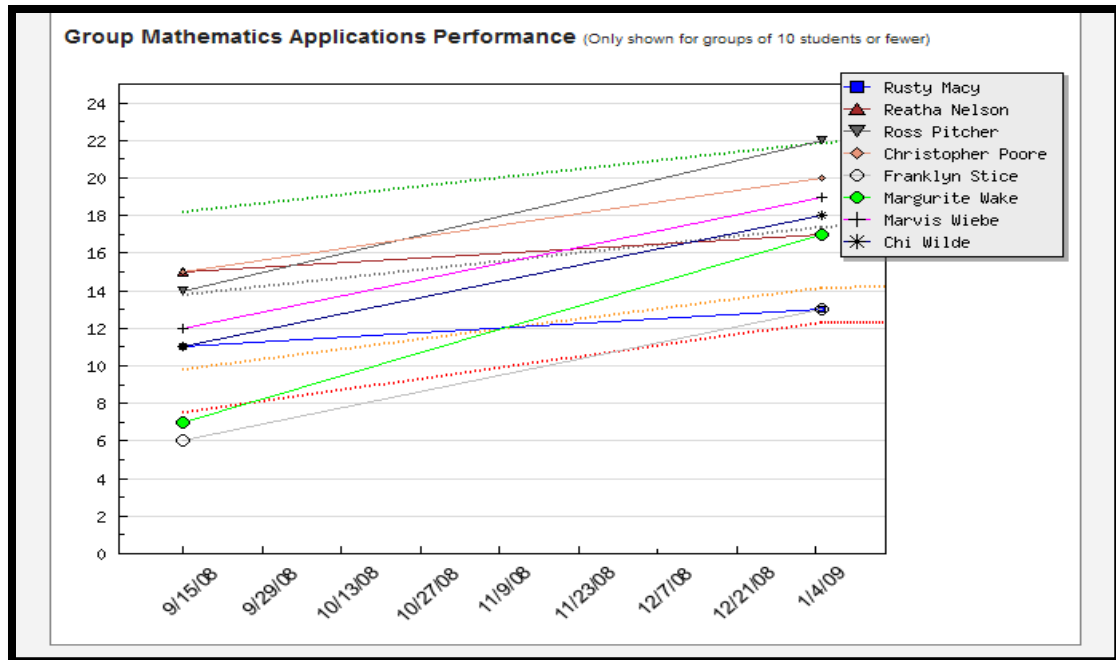
When you have one or a few students who score significantly lower (or higher) than their peers, they may need to investigate opportunities to differentiate instruction to better meet their specific skill-based needs. These reports are intended to assist with grouping for instructional interventions (Figure 41).

Figure 41: Group Summary Report



For student groups of ten or fewer students, a line graph is also generated. While the bar graph above provides a representation of students' performance on a single test, the line graph provides information regarding students' performance on the specified measure type over time (e.g., Math Applications; see Figure 42). The date the assessments were administered is plotted along the x-axis. All tests within the specific measure type that have been administered to the student are plotted. Information derived from this graph may be used to compare the group's response to intervention and ascertain the effectiveness of the intervention support. For example, if all students are demonstrating improvement, one may conclude that the intervention support is effective. If only some students are demonstrating improvement, it may be necessary to adjust the intervention for those who are not making progress.

Figure 42: Group Line Graph



## Individual Report

Individual student reports can be generated for all students on the your roster. The individual student reports are presented as line graphs and track the student's scores over time. Individual reports can be customized by including information regarding the type of intervention support being provided and learning goal that has been set for the student. This information is helpful when sharing data regarding a student's response to intervention at parent conferences and IEP reviews.

To access the individual reports, click on the Individuals link on the Reports tab. A table listing Students, Tests Completed, and Goals is generated. When clicking on a specific student's name, an individual report is produced. In the event that the student is progress monitored over more than one school year, you may select which data (e.g., last year, this year, or all data) are displayed in the graph. If the student has completed multiple measures, you may also select which progress monitoring information will be displayed (Figure 43).

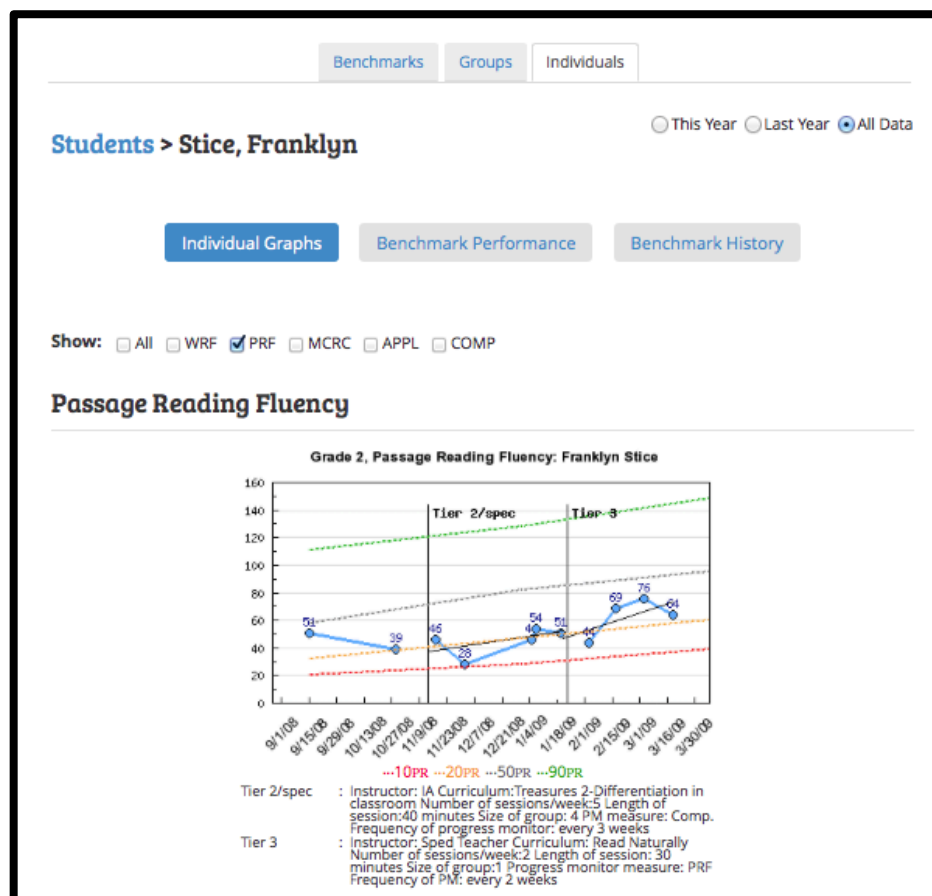
It is also important to note that when entering data, one must be careful to ensure that the date corresponds to the date the assessment was *administered*, rather than the date the data were entered into the system. If the assessments are administered online, then data are entered and saved automatically with the correct date. However, if data are entered by hand the date will default to the day the person is entering the scores, which is potentially quite different from the

day the student actually took the test. If the date is not changed, then trends observed in students' data (as seen in Figure 43) may be unrepresentative of the students' true gains (note that the date is plotted along the x-axis).

For Benchmark measures, the easyCBM system is set up such that the date for the Benchmark assessments is always the date the Benchmark Window is set to open. This design feature was included in response to requests from multiple teachers, as a result of inaccuracies with data entry from individual users not correctly entering the date the tests were taken.

Once students have three or more time points (i.e., tests taken) over time, a black trend line will appear. When interventions are implemented and entered into the system, a vertical black line will be displayed at the date the intervention began. In keeping with the traditions of Single Subject Research, on which individual progress monitoring models are based, all trends in data will then stop, and three new data points will be required before a new trend line is displayed. This feature allows users to quickly determine trends in student achievement pre- and post-intervention.

**Figure 43: Individual Report**





To add a goal for an individual student's intervention plan, click on the Goal link. A pop up box will appear that allows you to input the Measure Grade, Measure Type, Goal Date, Goal Score, and a Goal Description (Figure 44). The Goal will appear on the graph immediately. Note that goals are made on the raw scale of the measure (e.g., correct words read per minute) and not students' percentile rank.

**Figure 44: Entering Goals**

**Goal**

Student Name: **Zachariah Bayer**

Measure Grade: **K**

Measure Type: **In**

Goal Date: **Jul 23 2012**

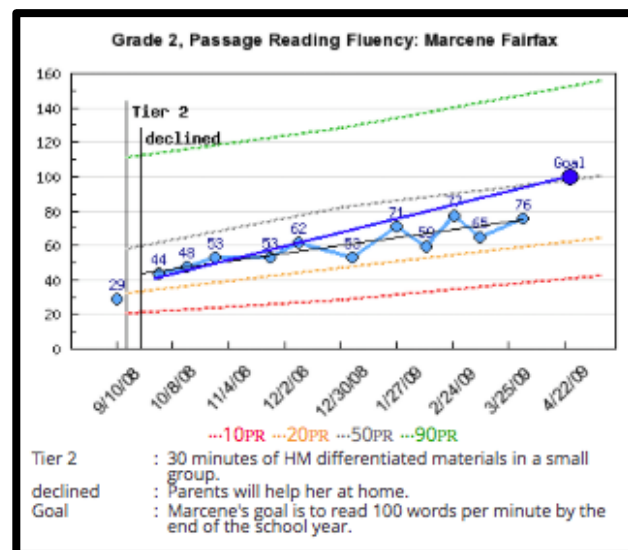
Goal Score: **25**

Goal Description: Zach's goal for the year, set by his IEP team.

**Cancel Save**

Once three data points (i.e., three assessments) are recorded for the individual student, an aim line will appear on the student's individual graph, starting with the midpoint of the first three scores and ending with the goal that has been set (Figure 45).

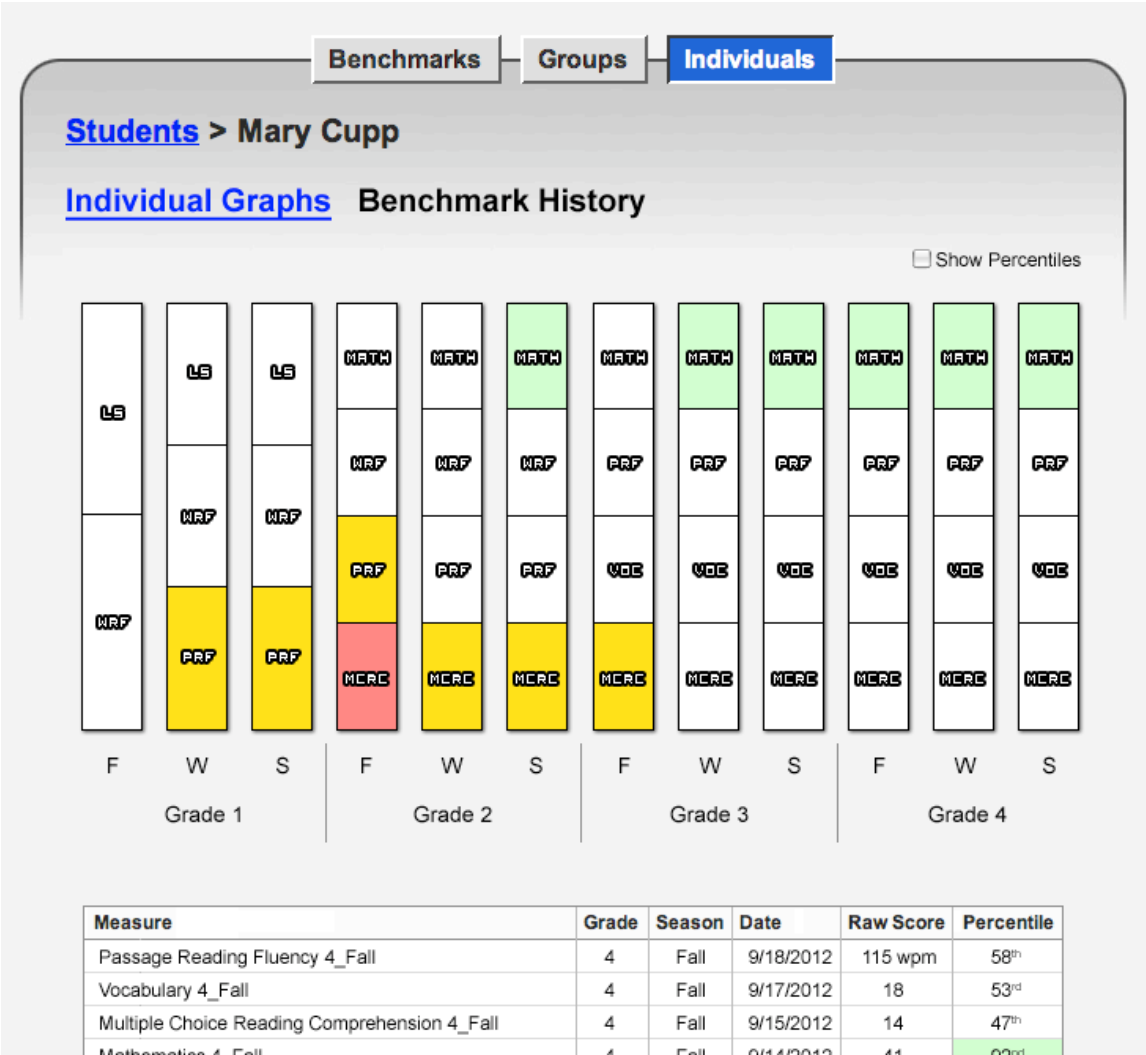
**Figure 45: Goal and Aim Line on the Individual Report**



# Additional Reports

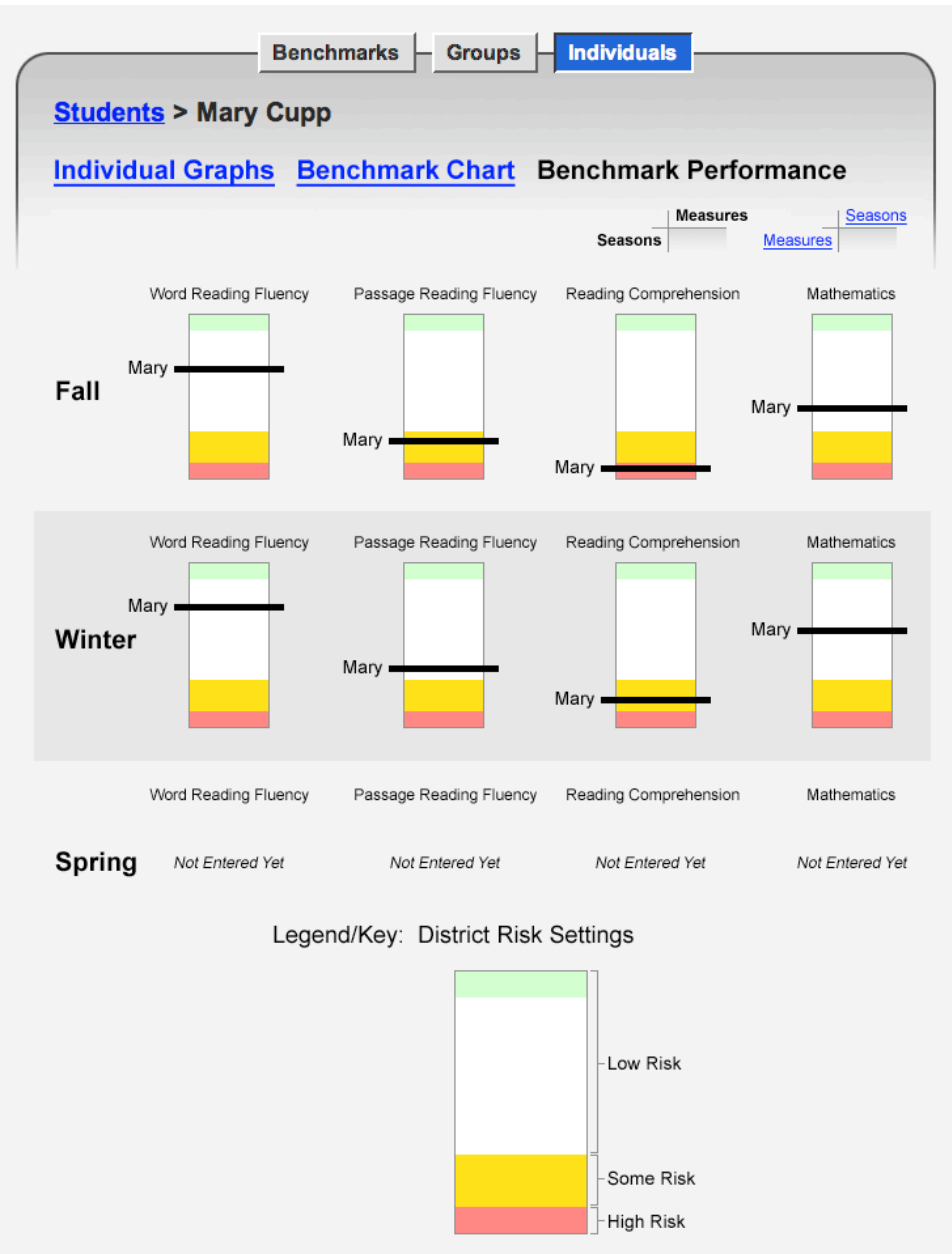
easyCBM also provides a multi-year **Benchmark History Report**, which is shown below. This report is a graphic presentation of an individual student’s Benchmark Assessment scores across multiple years (Figure 46).

Figure 46: Multi-Year Benchmark History Report for Individual Students



The **Benchmark Performance Report** provides an easy-to-understand overview of a student's Benchmark Assessments scores for the current school year (a sample is shown Figure 47).

**Figure 47: Benchmark Performance Report for Individual Students**



Individual account holders can customize the range of raw scores that comprise each of the color-coded risk level categories (*High, Some, Low*). Students who score in the ‘Red’ range are those students whose performance suggests that they are most at risk for academic failure; students in the ‘yellow’ range are those who are at some risk for failure; and those students in the ‘white’ range are at low academic risk. Students who perform in the ‘green’ range are performing above grade-level expectations. By default, these ranges are set at following levels: Red = 10<sup>th</sup> percentile or below, yellow = between the 11<sup>th</sup> and 20<sup>th</sup> percentile, white = between the 21<sup>st</sup> and 89<sup>th</sup> percentile, and green = 90<sup>th</sup> percentile or above.

Report information can be sorted by category (in ascending or descending order of risk level) by clicking on the report heading (e.g., Risk Level) in the table (Figure 48). Sorting the report by type of measure or risk level assists in identifying patterns of need within a class, grade or school. It is possible to select the Show Percentiles option to display the Percentile range beside the raw score. It is also possible to view growth from one assessment period to another through the review of the Growth column (Figure 49), which is available when comparing one measure across season (e.g., Compare WRF, or Compare PRF).

**Figure 48: Benchmark Grade Level Score Report**

<div> <div>Benchmarks</div> <div>Groups</div> <div>Individuals</div> </div>									
<div> <div>Benchmark Scores</div> <div>Risk Analysis</div> </div>									
<div> <div>2013-2014   2012-2013   2011-2012   2010-2011   2009-2010   2008-2009</div> <div>Show Percentiles</div> </div>									
<div> <div>Fall   Winter   Spring</div> </div>									
<div> <div>Reading   Math   Spanish</div> </div>									
<div> <div>Grade 2</div> </div>									
<div> <div>Students</div> <div>Create Groups</div> <div>Compare WRF</div> <div>Compare PRF</div> <div>Compare MCRC</div> <div>Export CSV</div> </div>									
	Student Name	WRF		PRF		MCRC		Risk	Suggested Progress Monitoring
1	Ball, Adalberto	45th	36	59th	65	23rd	5	Low	Currently being progress monitored
2	Bernier, Alaina	23rd	20	18th	30	2nd	2	Some	Every 2 weeks with WRF
3	Bohman, Janett	7th	8	8th	17	23rd	5	High	Every 2 weeks with WRF
4	Cupp, Mary	4th	6	4th	10	0th	0	High	Every 2 weeks with WRF
5	Dimauro, Bobbie	90th	72	94th	132	12th	4	Low	Monthly with MCRC
6	Engstrom, Darline	58th	44	58th	64	91st	11	Low	
7	Fairfax, Marcene	26th	22	17th	29	12th	4	Some	Every 2 weeks with WRF
8	Leiser, Perry	78th	60	69th	76	91st	11	Low	
9	Macy, Rusty	58th	44	44th	52	23rd	5	Low	Every 2 weeks with PRF, monthly with VOCAB

**Figure 49: Benchmark Grade Level Score Report**

Students <span>Create Groups</span>					
Compare WRF   Compare PRF   Compare MCRC <span>Export CSV</span>					
Student Name	Fall	Winter	Spring	Growth	Suggested Progress Monitoring
1 Ball, Adalberto	36	40		+4	
2 Bernier, Alaina	20	16		-4	
3 Bohman, Janett	8	16		+8	
4 Cupp, Mary	6	18		+12	
5 Dimauro, Bobbie	72	84		+12	
6 Engstrom, Darline	44	54		+10	
7 Fairfax, Marcene	22	28		+6	
8 Leiser, Perry	60	86		+26	

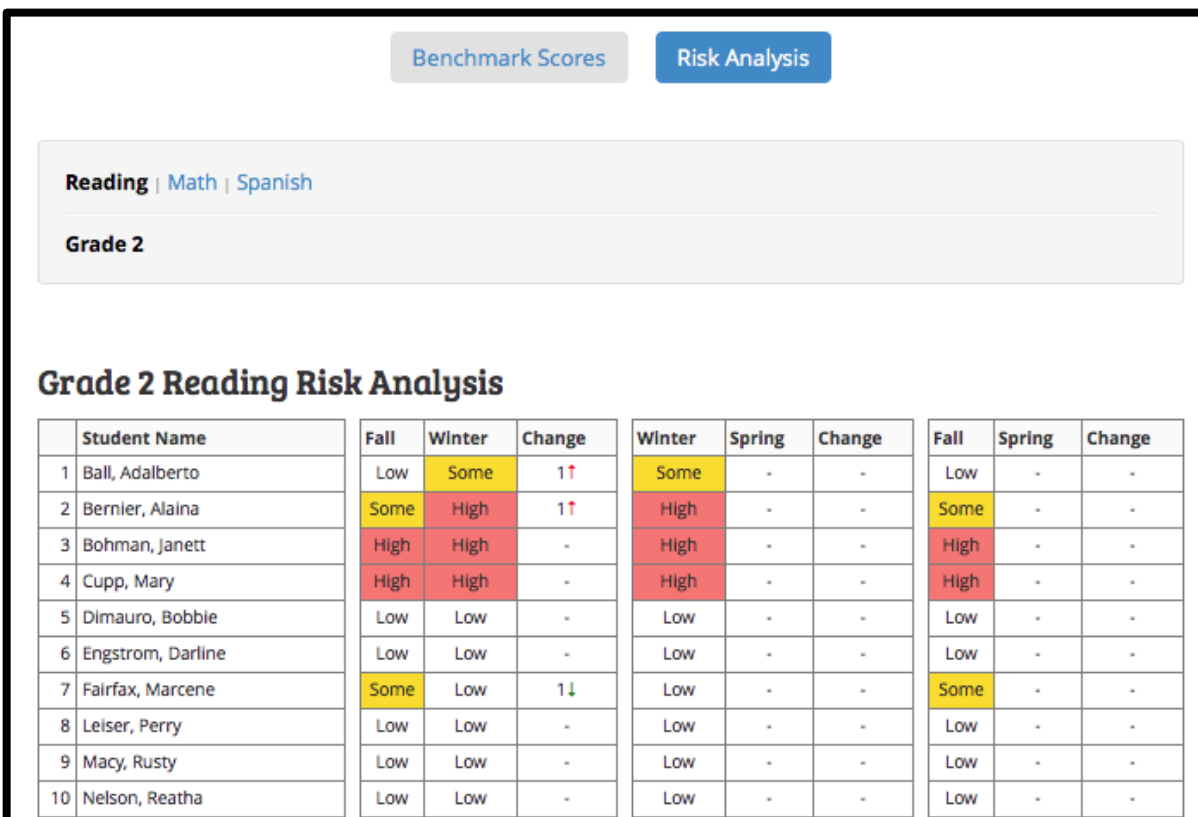
**Risk Analysis Tables** are also available for review and can be accessed on the Benchmark page. The Risk Analysis tables provide information regarding the number of students (by grade or individual class) who fall within the risk level categories (Figure 50).

These tables also provide comparison data from one benchmark period to another, thus enabling to determine if student gains are being made (e.g., decrease in number or percentage of students in the High Risk range from one assessment period to another). Student data can be sorted by Risk Level or Change Indicator by clicking on the appropriate heading at the top of the column.

Two options exist for the Risk Analysis tables: information can be presented as percentages of students within each risk level or as the number of students within each risk level.

It is also possible to review student data using the *Intact* or *Cohort* option. The 'Intact' option should be selected if school personnel wish to review assessment results of all students present for *all* Benchmark assessments; the 'Cohort' option should be selected if assessment results of all students present for *one* particular Benchmark assessment will be reviewed.

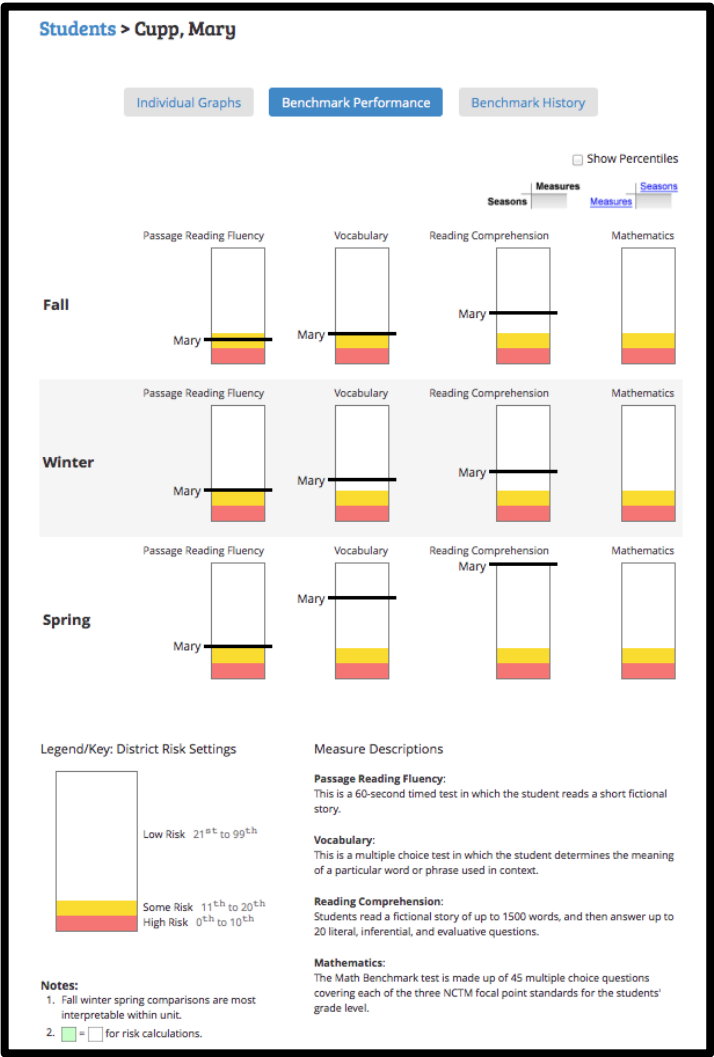
Figure 50: Risk Analysis Grade Table



An additional Benchmark report is available for individual students. This report provides information regarding a student's performance on the Benchmark assessment for the current school year only. The student's performance is contextualized within the risk level identified by the benchmark cut scores you establish when setting up your account (Figure 51).

Each measure is displayed with a rectangle, which is color coded according to the defined risk levels. For instance, if the default risk levels were used (as displayed) the bottom 10% of the rectangle would be filled in red, while the next 10% above that would be filled in yellow, representing the *high* and *some risk* categories. The top 80% of the rectangle is filled in white, indicating *low risk*. A thick horizontal line indicates the student's normative rank on the measure. For example, the line for a student scoring in the 97<sup>th</sup> percentile would be 3% below the top of the rectangle.

Figure 51: Benchmark Performance Report



## Exporting Student Performance Data

Assessment data for specific groups of students can be exported into an excel file by clicking on the Data Export link. This link will download the data into a .csv file, which can then be opened in Excel.

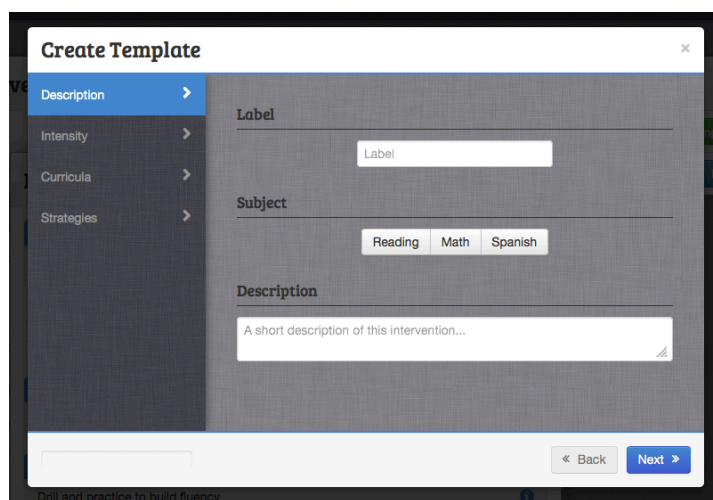
## Part 5 Interventions

### Interventions Tab

Use the Interventions tab to log what specific instructional interventions are being provided to students. The Interventions interface is based on templates and then applied to groups of students or individual students.

If no templates exist, begin by creating a template (Figure 52). First, click on the button for “Create Template”. This opens the intervention wizard, where you are directed to provide information about the Intervention. On the first screen, enter a short but descriptive **label** (this will be plotted on the Individual Student time series graphs), select the **subject area** (reading, math, or Spanish), and add a brief **description** of the intervention in the Description section. Then, click “Next” to advance to the next screen (Figure 52).

Figure 52: Creating an Intervention Template, Screen 1



The screenshot shows a web interface titled "Create Template". On the left is a sidebar with four items: "Description" (highlighted in blue), "Intensity", "Curricula", and "Strategies". The main content area is divided into three sections: "Label" with a text input field containing the placeholder "Label"; "Subject" with three buttons labeled "Reading", "Math", and "Spanish"; and "Description" with a larger text area containing the placeholder "A short description of this intervention...". At the bottom right of the main area are two buttons: "Back" and "Next".



On the second screen, enter which **tier** of instruction is being provided, select the **student-teacher ratio**, and indicate the **duration** and **frequency** with which the intervention is being provided (Figure 53).

**Figure 53: Creating an Intervention Template, Screen 2**


The screenshot shows a mobile application interface titled "Create Template" for "Rapid Reader". On the left is a sidebar menu with "Description", "Intensity", "Curricula", and "Strategies". The "Intensity" option is highlighted. The main area contains three sections: "Tier" with buttons for "Tier 1", "Tier 2", and "Tier 3"; "Student-Teacher Ratio" with buttons for "1:1", "2:1", "3-5:1", "6-10:1", and "11+:1"; and "Duration/Frequency" with buttons for "min", "minutes per day", "days", and "days per week". At the bottom, there is a progress bar and two buttons: "Back" and "Next".

On the third screen, select the **curriculum** being provided. The list of curriculum is subject-specific (in other words, if “Reading” was selected on the prior screen, then the list will only include published Reading Curricula. If “Math” was selected, then math curricula are displayed instead). Hovering over the **i** icon (or tapping, on mobile devices) displays information about each of the listed curriculum, including publisher and grade range recommended by the publisher. If the curriculum being used is not on the list, enter the curriculum name into the ‘Add new curriculum’ text box and then click on the green “+” button (or press the Enter key) to add a custom curriculum to the list of options (Figure 54).

**Figure 54: Creating an Intervention Template, Screen 3**

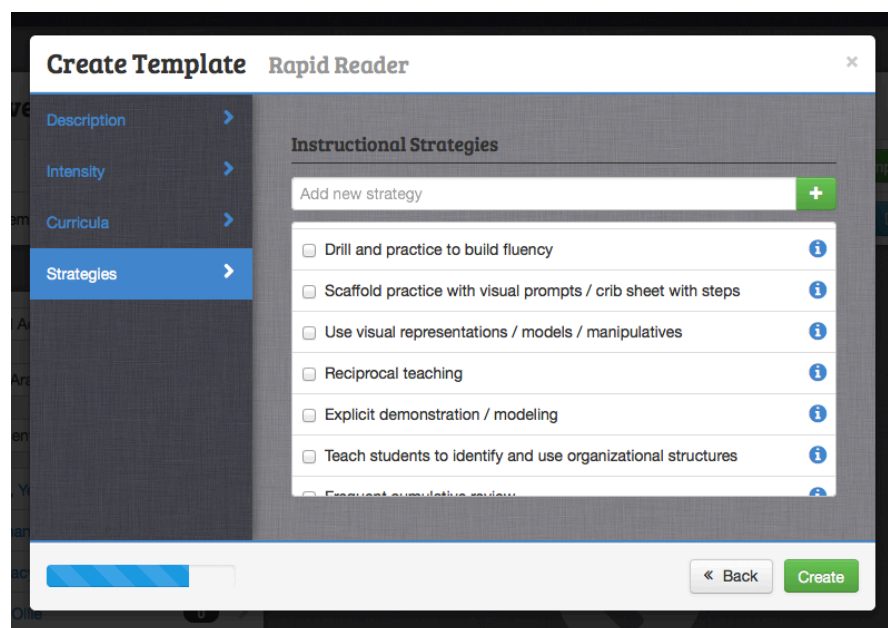
The screenshot shows the "Curricula" screen in the "Create Template" app. The sidebar menu has "Curricula" highlighted. The main area features a search bar labeled "Add new curriculum" with a green "+" button. Below is a list of seven curricula, each with a checkbox and an information icon (i): "Reading Triumphs", "Little Treasures", "Treasures Reading", "The Reader's Journey", "OWL", "Reading Street Common Core", and "Literacy by Design". At the bottom, there is a progress bar and "Back" and "Next" buttons.

On the fourth screen, select the instructional strategies being provided. The list of strategies comes from the What Works Clearinghouse’s analysis of instructional strategies with some scientific evidence of effectiveness. Unlike the curricula, strategies are intended to be equally applicable across subject areas.

Hovering over the  icon (or tapping, on mobile devices) displays information about each of the listed strategies, including a brief description of what the strategy involves as well as information about the level of evidence of effectiveness as reported by the *What Works Clearinghouse*.

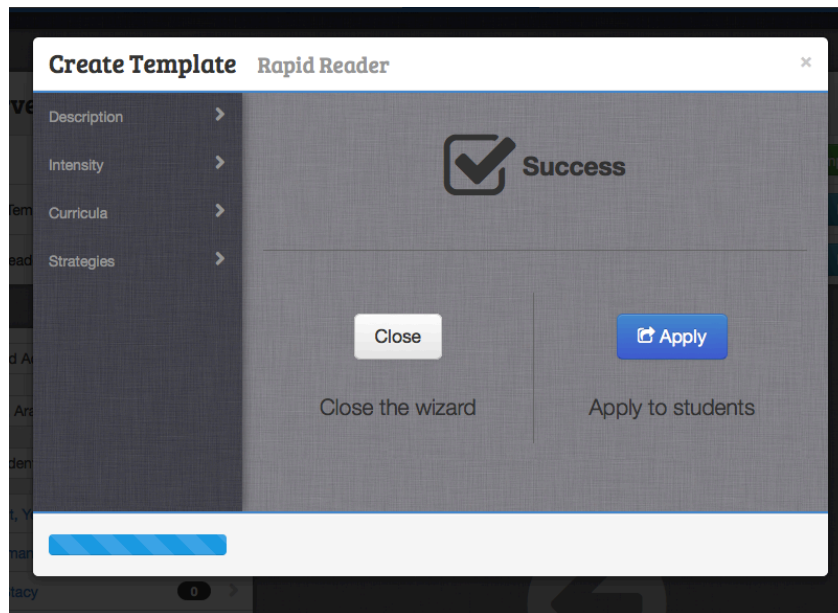
If the strategy being used is not on the list, enter the strategy name into the ‘Add new curriculum’ text box and then click on the green “+” button (or press the Enter key) to add a custom strategy to the list of options (Figure 55).

**Figure 55: Creating an Intervention Template, Screen 4**



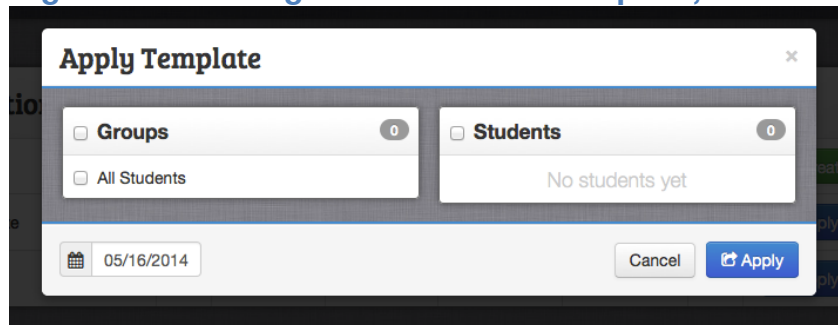
Once the green ‘Create’ button is clicked, the template will be created and you will be presented with the final screen (Figure 56). Here you can either “Close” the wizard or “Apply” the template to groups or individual students.

**Figure 56: Creating an Intervention Template, Screen 5**



Users Apply a template (Figure 57), to groups or individual students, and indicate the date (lower left hand corner of the screen) on which the intervention has or will begin (defaulting to the current day).

**Figure 57: Creating an Intervention Template, Screen 6**



Once a template has been applied, a log of the interventions (Figure 58) is displayed under the templates themselves. Selecting a student name from the list on the left opens all interventions in that student's records. All currently active interventions are shown first, with the most recently-added at the top of the page. Any de-activated interventions (those that a student is no longer receiving but did receive at some point in the past) appear at the bottom of the list, with a line through the name of the intervention.

To edit or deactivate an intervention, click the gear button in the upper right corner to open the dropdown menu, and select the desired action to perform. This is the same process one uses to apply an intervention again, after it has previously been deactivated. Simply click the gear button, and select "Apply Intervention" from the dropdown menu.

Figure 58: Interventions Log

All Students

Ball, Adalberto

1

>

Bernier, Alaina

1

>

Bohman, Janett

1

>

Cerrato, Oliver

1

>

Cupp, Mary

1

>

Dimauro, Bobbie

2

>

Disher, Kara

0

>

Engstrom, Darline

0

>

Fairfax, Marcene

1

>

Klopfer, Emiko

0

>

Leiser, Perry

0

>

Lozier, Mike

1

>

Reading Example

Tier

Subject

Ratio

Duration

Frequency

1

Reading

3-5 : 1

15 min/day

5 days/week

A short description of the Reading Example intervention.

Curricula

Treasure Chest (ELL)

i

Strategies

Teach students to identify and use organizational structures

Drill and practice to build fluency

Guided practice

Notes

Once the intervention has been applied, it then becomes editable and enables the logging of notes to track intervention progress. The Notes section can be found at the bottom of each intervention (Figure 59). To add a note to an intervention, simply enter the note into the “Add a note” text box, and click the green “+” button (or press the Enter key), and the note (with timestamp) will be logged. Clicking the red “+” to the right of a note will prompt the user to confirm deletion of the note (Figure 59).

Figure 59: Intervention Notes

Notes

Add a note...
+

05/21/14  
8:43am

Student had trouble concentrating today, and we were unable to get through the material.

x

Started: 5/15/2014

## Changing Interventions

An important part of RTI is ensuring accurate records of interventions being provided. When one or more parts of an intervention are changed (for instance, moving the student to a smaller group for instruction, increasing the duration or frequency of the intervention, or changing curricula or instructional strategies), this change should be noted in the records. To make this happen, first **deactivate** the original intervention (logging the date on which it was changed) and then **apply** the intervention to the student again, with the new date, then edit the newly-applied intervention to alter the name and the specific details that were changed.

If there are so many changes that it would be easier to simply enter a new intervention, that is also an option, of course. Either way, the new or edited intervention will be plotted on the Individual student progress monitoring graphs once it has been applied.

## Exiting Interventions

To end an intervention, simply select “**Deactivate**” from the intervention dropdown menu. The date on which the intervention was deactivated is automatically logged into the system as an “end date” on the intervention log.