a IBRT project

easyCBM® Teacher Edition

User's Manual

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Chapter 1

easyCBM Overview

easyCBM® is an online system that provides benchmark and progress monitoring assessments and reports in the areas of reading, math, and Spanish literacy. easyCBM is available through both a Teacher Edition, which is intended for individual teachers, and a District Edition that offers a full suite of assessment and reporting options designed to meet the needs of schools and districts. If you are using easyCBM District Edition, please see the District Edition User's Manual for more information.

New users of easyCBM Teacher Edition receive a one-month free trial of easyCBM Teacher Deluxe, which offers extra features—indicated below as **(Deluxe only)**. When your Deluxe trial or subscription ends, your account will revert to easyCBM Lite. Lite accounts retain access to your students and data, but with a reduced feature set. You can resubscribe to Deluxe at any time.

Features of easyCBM Teacher Edition

Usage	Reporting
• Usable in an RTI framework or as a formative assessment system. • Offers online administration of all measures, including audio and Spanish language support for math. For individually administered measures, teachers can enter student responses online while administering the test to the student. • Assessments can be taken in computer labs, on laptops, and via tablet devices. • Provides teacher-level access to a single class and groups of students across classes. • Includes free online training courses on test administration and scoring.	• Provides benchmark and progress monitoring reports in reading and mathematics for Kindergarten through Grade 8. • Delivers individual printer-friendly PDF Reports ideal for sharing with parents. • Allows teachers to enter intervention information and individual goals for students, which will then appear on student graphs. • Provides group graphs for whole-class performance. • Organizes sortable student rosters and provides customizable color-coding to indicate 'risk level' after each benchmark assessment.

easyCBM was designed as an integral part of a Response to Intervention (RTI) or Multi-Tiered System of Supports (MTSS) model, with the primary goal of helping to facilitate data-driven instructional decision-making through enhanced reporting options.

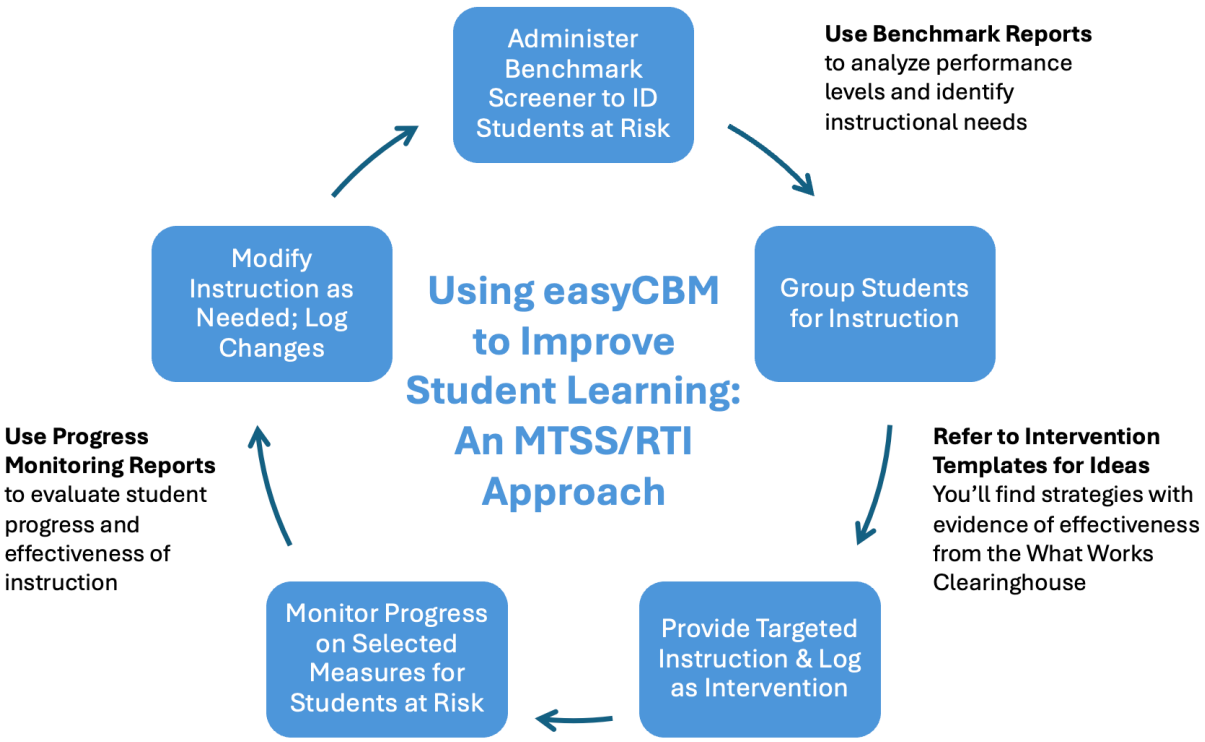
The benchmark assessments and reports **(Deluxe only)** can be used to:

- 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 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.

Figure 1: Using easyCBM to Improve Student Learning



The Development of easyCBM

easyCBM was created by the Behavioral Research and Teaching (BRT) research unit in the College of Education at the University of Oregon. 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, the University of Oregon partnered with an external publisher to expand easyCBM to support the needs of school- and district-wide implementations. Because of the dynamic nature of the system, information derived from easyCBM reflects the most current research and practice for schools.

Basic Tenets of Curriculum Based Measurement

easyCBM assessments are Curriculum Based Measures (CBMs), which 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 soon expanded to include general education, as they provide reliable and valid assessments of student progress in reading and mathematics (Shinn, 2002). In particular, the measures can be used for universal screening (benchmark testing) and progress monitoring, as they are sensitive to small, incremental changes in performance and are efficient to administer and score. Curriculum Based Measures such as Oral Reading Fluency correlate highly with state standardized reading tests and reading comprehension overall[1].

The measures 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 development to increase the consistency of the alternate forms of each measure and to increase the sensitivity of the measures to monitor growth. At each grade level, alternate forms of each measure 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 variations in the difficulty level of the test forms.

[1] 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.

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 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*[2].

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.
- 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[3]. 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.

Interpreting easyCBM Results

When interpreting easyCBM results, it is important to refer to the percentile rank associated with a given raw score at the time of year the measure was administered. These percentile ranks are based on national norms, which are re-calculated and updated every five years. Because of the way percentile ranks work, performance at or near the 50th percentile rank can be interpreted as average performance for students in that grade level at that time of the year. Scores above the 50th percentile rank indicate performance above average for students in that grade at that time of the year, and scores below the 50th percentile rank indicate performance below average for students in that grade at that time of the year.

[2] 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

[3] 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.

The easyCBM system has a variety of reports designed to help teachers identify students at risk, pinpoint what content they may need additional support to master, and track improvements over time.

Training

Your easyCBM Teacher Edition account provides free access to a variety of professional development courses that cover how to administer the measures and how to use easyCBM to make instructional decisions. To access these courses, log in to your easyCBM account and click on the **Resources** tab.

The courses include:

Using the Early Literacy Measures: This course includes background information on the three early literacy measures (Letter Names, Letter Sounds, and Phoneme Segmenting), as well as instruction on how to administer and score each measure.

Using the 'Reading for Meaning' Measures: This course includes background information on the 'Reading for Meaning' measures (Word Reading Fluency, Passage Reading Fluency, Vocabulary, Basic Reading, and Proficient Reading), as well as instruction on how to administer and score each measure.

Using the Spanish Reading Measures: This course includes background information on the easyCBM Spanish Literacy measures (Syllable Sounds, Syllable Segmenting, Word Reading, Sentence Reading, and Vocabulary), as well as how to administer and score each of the measures.

Using the Math Measures: This course includes background information about the Basic Math and Proficient Math assessments, as well as guidance on the standardized administration protocols.

Decision Making with easyCBM: This course focuses on using student easyCBM results to make instructional decisions and is recommended for educators who need to interpret student performance.

Advanced Decision Making: Using Data for RTI/MTSS: This course provides lessons designed to enhance teaching strategies and improve student literacy outcomes through data-driven decision-making. This course is recommended for teachers, school psychologists, and para-educators tasked with supporting student learning.

Chapter 2

easyCBM Measures

easyCBM provides both benchmark and progress monitoring measures for reading, mathematics, and Spanish literacy for Kindergarten through Grade 8.

Benchmark Measures (Deluxe only)

The purpose of benchmark testing, or universal screening, is to provide information regarding students' progress toward meeting end-of-year grade-level expectations and to determine which students may require intervention or enrichment. Benchmark assessments are given on grade-level material and are administered three times per year: Fall, Winter, and Spring.

Benchmark measures are designed to assess students' performance on the highest-priority instructional targets in reading and mathematics for each grade level. See the table below for the measures which are administered at each benchmark assessment period by subject and grade.

Grade-Level Benchmark Measures by Assessment Period

	Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
Reading	K	Letter Names Letter Sounds Phoneme Segmenting	Letter Sounds Phoneme Segmenting Word Reading Fluency	Letter Sounds Phoneme Segmenting Word Reading Fluency
	1	Letter Sounds Phoneme Segmenting Word Reading Fluency	Letter Sounds Word Reading Fluency Passage Reading Fluency	Letter Sounds Word Reading Fluency Passage Reading Fluency
	2	Passage Reading Fluency Vocabulary Proficient Reading	Passage Reading Fluency Vocabulary Proficient Reading	Passage Reading Fluency Vocabulary Proficient Reading
	3 - 8	Passage Reading Fluency Vocabulary Proficient Reading *Basic Reading**	Passage Reading Fluency Vocabulary Proficient Reading *Basic Reading**	Passage Reading Fluency Vocabulary Proficient Reading *Basic Reading**
Math	K - 8	Proficient Math *Basic Math**	Proficient Math *Basic Math**	Proficient Math *Basic Math**

Spanish Literacy	K	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds
	1	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading
	2	Word Reading Sentence Reading Vocabulary	Word Reading Sentence Reading Vocabulary	Word Reading Sentence Reading Vocabulary
	3 - 8	Vocabulary	Vocabulary	Vocabulary

** Note: Basic Reading and Basic Math are optional benchmark assessments. For universal screening, most students should be given Proficient Reading and Proficient Math. However, for students performing well below grade level, it may make sense to administer Basic Reading and Basic Math in place of or in addition to the Proficient measures. If a student is unable to complete the Proficient Reading test (e.g., due to low accuracy or fluency), consider giving Basic Reading instead. If a student has recently scored at or below the 10th percentile on other Proficient Math forms, you may need to administer Basic Math to get a better idea of the student's skill. It is important to remember that these students should still be considered at high risk even if their performance on Basic Reading or Basic Math places them at a higher percentile rank.*

Progress Monitoring Measures

The purpose of progress monitoring is to measure growth throughout the year for students who are identified as at risk, and to examine their response to intervention on the skill areas that are targeted for instruction.

For the reading measures, the progress monitoring forms are designed to be of equivalent difficulty to benchmark forms of the same grade level. For example, a Grade 2 Word Reading Fluency progress monitoring form is equivalent in difficulty to a Grade 2 Word Reading Fluency benchmark form.

For Basic Math and Proficient Math, longer forms are used for benchmark testing and shorter forms for progress monitoring. You should use percentile ranks, rather than raw scores, to compare performance between benchmark and progress monitoring forms for the math measures. For more information, see **Chapter 16: Basic Math** and **Chapter 17: Proficient Math**.

Identifying Students and Measures for Progress Monitoring

The first step in determining which students would benefit from progress monitoring is to administer a grade-level benchmark assessment. If you do not have benchmark data for the student because they transferred into your school between benchmark windows, you can use grade-level progress

monitoring forms from the same measures the student would have been tested on at the most recent benchmark assessment. For example, a Kindergarten student who transfers to your school after the fall benchmark window but before the winter benchmark window could be given Letter Names, Letter Sounds, and Phoneme Segmenting progress monitoring forms.

To determine whether a student should receive regular progress monitoring, you should examine their percentile ranks from those measures. To find percentile ranks from benchmark testing results, see the Benchmark Scores Report. For results from progress monitoring forms, use the Individual Graphs to estimate the student's percentile ranks. See **Chapter 20: View Reports and Use Data to Make Decisions** for more information.

Use the student's pattern of performance and your own professional judgement and knowledge of that student's skills to decide whether they require additional focused instruction and monitoring. Progress monitoring should be conducted on measures that assess the same skill or skills on which the student is receiving additional instruction or intervention. The best measures to use are those in which the student's scores fall within the 10th to 49th percentile range. That is the range in which the measures will be most sensitive to detecting growth as the student makes improvement.

As a starting point, we provide preliminary progress monitoring suggestions on the Benchmark Scores Report. In most cases, we recommend focusing instruction and monitoring on a single skill. For the early literacy skills, where students can make rapid progress when given focused instruction, you may wish to monitor two skills at a time.

If a student is scoring below the 10th percentile on grade-level materials, those materials may be too difficult for that student to accurately measure their progress. You may need to use materials from earlier grades to identify an appropriate measure and grade level on which to monitor the student. easyCBM assessments are built on a scale of progressive difficulty, with each grade level becoming more challenging. For the reading and Spanish literacy measures that assess individual skill areas, such as Word Reading Fluency and Passage Reading Fluency, those skills also increase in difficulty.

For students performing below the 10th percentile on Passage Reading Fluency (PRF), drop back a grade or two at a time and try a passage from that lower grade. Repeat this process until you identify a grade level in which the student is reading between the 10th and 49th percentile in comparison to the norms for students of that grade at that time of year. If the student is reading below the 10th percentile on Grade 1 passages, or if their performance indicates they may have a deficit in earlier skills, you may need to use the early literacy measures (Letter Sounds or Phoneme Segmenting) to identify skill areas on which the student needs targeted instruction and monitoring. If the student is at or above the 50th percentile on the early literacy measures but below the 10th percentile on Passage Reading Fluency, they are likely to need intervention in fluency-building, and the Word Reading Fluency measure would be a good choice to avoid frustration while still monitoring developing fluency.

For a student who is reading below grade level on Passage Reading Fluency, the primary instructional focus should be on accurate and fluent reading. Once a student is reading fluently (nearing the 50th percentile on grade-level Passage Reading Fluency), the student probably has sufficient skill in fluency to start focusing more on comprehension and vocabulary.

For a student who is being monitored on out-of-grade measures, you should move the student up to the next grade level once that student is consistently performing at the 50th percentile on the lower-level material. Your goal is to assist the student in moving up in level as quickly as possible so they can catch up to grade-level material. Each student's trajectory is likely to be different and will depend on factors such as the student's initial skill level, the intensity of intervention provided, the ability to benefit from that particular intervention, motivation to improve, and attendance (the student must be present to benefit from instruction).

Students who are performing well below grade level may not be able to make up all that ground within a single school year. You should make as much progress as possible with those students, with the intention that they will receive support and continue to make progress in subsequent years.

For recommendations on selecting easyCBM math measures for progress monitoring, see the **Math Measures** section later in this chapter.

Frequency of Progress Monitoring

How often to monitor progress depends on two key questions:

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

The table below provides guidelines on the frequency of progress monitoring for the different measures. To see growth, it's important that students are given focused instruction to address their skill deficits.

Frequency Guidelines for Administering Progress Monitoring Measures

Measure	Frequency	Comments
Phoneme Segmenting Letter Sounds	Every 1-2 weeks	Students can 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 Basic and Proficient Reading Basic and Proficient Math	3-4 weeks	Students should be tested every three to four weeks in these measures

Reading Measures

The easyCBM reading assessments include the following measures, based on the "Big Five" components of reading identified by the National Reading Panel (2000) report and state standards:

easyCBM Reading Measures by Component

Measures	Component
Phoneme Segmenting	Phonemic Awareness
Letter Names Letter Sounds	Alphabetic Principle and Phonics
Word Reading Fluency Passage Reading Fluency	Fluency
Vocabulary	Vocabulary
Basic Reading Proficient Reading	Comprehension

easyCBM reading assessments include timed, individually administered measures of early literacy (Letter Names, Letter Sounds, Phoneme Segmenting) and reading fluency (Word Reading Fluency and Passage Reading Fluency), as well as untimed, group-administered multiple-choice measures of vocabulary (Vocabulary) and comprehension (Basic Reading and Proficient Reading).

The following table indicates the grade levels in which progress monitoring forms are available for each of the measures. Some measures have progress monitoring forms for grades in which they are not used for benchmark testing, to support students who are still working on those skills.

easyCBM Reading Measures Available for Progress Monitoring by Grade

Grade	Letter Names	Letter Sounds	Phoneme Segmenting	Word Reading Fluency	Passage Reading Fluency	Vocabulary	Basic Reading	Proficient Reading
K	✓	✓	✓	✓				
1	✓	✓	✓	✓	✓			
2				✓	✓	✓		✓
3				✓	✓	✓	✓	✓

easyCBM Reading Measures Available for Progress Monitoring by Grade (continued)

Grade	Letter Names	Letter Sounds	Phoneme Segmenting	Word Reading Fluency	Passage Reading Fluency	Vocabulary	Basic Reading	Proficient Reading
4					✓	✓	✓	✓
5					✓	✓	✓	✓
6					✓	✓	✓	✓
7					✓	✓	✓	✓
8					✓	✓	✓	✓

Math Measures

The Basic Math and Proficient Math assessments are untimed, group-administered multiple-choice measures of mathematics skills.

For benchmark testing, both assessments measure a range of skills closely aligned with a variety of state content standards in mathematics. The Basic Math measures were developed using the National Council of Teachers of Mathematics (NCTM) Focal Point Standards as an initial framework, with benchmark forms including test items from all three focal point standards at each respective grade level. The Proficient Math measures were developed using the Common Core State Standards (CCSS) as an initial framework. In addition to items aligned with the respective grade level, the Proficient Math benchmark measures also include a small number of items from prior and subsequent grade levels to enhance the test's accuracy as a universal screener, thereby extending the population of students whom it reliably measures.

The Basic Math measures were designed to be more easily accessible (fewer cognitive demands for processing what is being asked) and to assess a more foundational understanding of math, making them most appropriate for students who are performing substantially below their grade-level peers. The Proficient Math measures were designed to be more challenging, in line with high expectations of grade-level performance.

Most students should receive benchmark testing on Proficient Math, but for students performing well below grade level (i.e., recently scored at or below the 10th percentile on other Proficient Math forms) Basic Math might provide a more accurate assessment.

For progress monitoring, the Basic Math measures are split into individual NCTM focal point standards, allowing you to focus instruction and monitoring on a specific skill area, depending on student need, or to rotate between skill areas. The Proficient Math progress monitoring measures include test items covering a range of skills appropriate for the grade in question, but unlike the benchmark measures, do not include test items from earlier or later grades.

For students who scored at or below the 25th percentile on the Proficient Math benchmark assessment, we recommend conducting progress monitoring with the Basic Math measures. For students who scored between the 26th and 49th percentile, we recommend monitoring with Proficient Math. Students who performed at or above grade level (50th percentile or above on the Proficient Math benchmark assessment) do not require monitoring.

Optimally, the math measures should be used no more than once every three weeks for monitoring progress. While weekly progress monitoring in mathematics is not recommended, in situations where such frequent monitoring is required, you should either:

- Focus on one Basic Math 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 Basic Math measures so each gets tested every three weeks (or every four weeks if you also monitor with Proficient Math).

If a student requires progress monitoring in multiple math skill areas, you can either rotate through the different Basic Math measures or—for those students who perform above the 25th percentile rank at that time of the year—you can monitor with Proficient Math.

easyCBM Math Measures by Content Area

Basic Math The content areas assessed by Basic Math were based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics. For each grade, the content areas below are grouped into three focal point standards. For example, in Grade 8, the focal point standards are 'Algebra', 'Geometry and Measurement', and 'Data Analysis, Numbers and Operations, and Algebra'.							Proficient Math The content areas for Proficient Math were based on Common Core State Standards (CCSS).
Grade	**Numbers and Operations**	**Geometry**	**Measurement**	**Algebra**	**Data Analysis**	**Ratios**	**Common Core**
K	✓	✓	✓	*	*		✓
1	✓	✓	*	✓	*		✓
2	✓	*	✓	✓	*		✓
3	✓	✓	*	✓	*		✓
4	✓		✓	✓	*		✓
5	✓	✓	✓	✓	*		✓
6	✓	*		✓	*	✓	✓
7	✓	✓	✓	✓	*	*	✓
8	✓	✓	✓	✓	✓	*	✓

** Note: Asterisks indicate 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 or next topic. For example, as a Kindergarten student identifies, duplicates, and extends simple number patterns and sequential growing patterns, they are receiving foundational preparation for creating rules that describe relationships in algebra (adapted from NCTM Focal Points).*

Spanish Literacy Measures

Spanish language literacy measures are available for Kindergarten through Grade 8. These measures are authentic Spanish measures, created by native Spanish speakers, rather than translations of English measures, and were developed to be appropriate for assessing students receiving literacy instruction in Spanish. The specific measures available are based on three years of research at the

University of Oregon to identify and develop CBMs addressing the ways in which Spanish literacy develops.

easyCBM Spanish Measures

Grade	Syllable Segmenting	Syllable Sounds	Word Reading Fluency	Sentence Reading Fluency	Vocabulary
K	✓	✓			
1	✓	✓	✓	✓	
2			✓	✓	✓
3					✓
4					✓
5					✓
6					✓
7					✓
8					✓

Assessment Administration

With easyCBM, educators have the option of assessing via computer-based administration or with paper and pencil.

The untimed tests (Vocabulary, Basic Reading, Proficient Reading, Basic Math, Proficient Math) may be given in a group setting and are optimized for student online testing on a computer or tablet. When a test is administered online, you simply need to monitor the testing environment while students are working. The online testing is student-paced, though we recommend establishing maximum administration times for the benchmark assessments (see Benchmark Testing Time Required by Subject table below) for all students except those whose IEPs indicate they should receive extended time as an accommodation on tests. When students log in during a benchmark window, they will automatically have access to the appropriate benchmark test forms. For progress monitoring tests, you will need to assign the forms in advance.

The timed fluency measures (the early literacy and fluency measures for both English and Spanish) must be administered individually (one-on-one) with each student. You can conduct live scoring by

entering student responses (item-level data) directly into the easyCBM system via a computer or tablet while administering the assessment. A built-in timer is provided for ease of use. We recommend a device with touch screen technology for live scoring, so that students are not aware when an error is being marked (audible 'clicks' to mark errors introduce potential measurement error and should be avoided).

If computer-based administration is not an option, all assessments can be administered on paper-and-pencil, and the results can be entered into easyCBM afterward. The student and assessor (teacher) copies of the test forms are available as PDF files for teachers to download and print. The benchmark measures are organized by grade, benchmark assessment period, and assessment content area. Progress monitoring measures are organized by grade and measure type.

easyCBM Test Administration Methods

Administration Method	Description	Measures Available	
Student online testing	Students take these measures online through the easyCBM website.	Basic Reading Proficient Reading Vocabulary	Basic Math Proficient Math Spanish Vocabulary
Live scoring	Enter student responses into easyCBM as you administer the assessment to the student. This option is available for individually administered measures.	Letter Names Letter Sounds Phoneme Segmenting Word Reading Fluency Passage Reading Fluency	Spanish Syllable Sounds Spanish Syllable Segmenting Spanish Word Reading Fluency Spanish Sentence Reading Fluency
Paper-and-pencil with item-level data	Test students on paper-and-pencil, then enter student responses into easyCBM.	All measures	
Paper-and-pencil with total scores only	Test students on paper-and-pencil, then enter total scores into easyCBM.	All measures, but for benchmark testing only	

Testing Times

The amount of testing time required varies by grade and measure. See the table below for the typical amount of time needed for benchmark administration. Please note that these times do not include reading directions or transitioning between tests.

Benchmark Testing Time Required by Subject

	Grade	Season	Individually Administered Measures (time per student)		Group-Administered Measures (approximate time per group)	
Reading	K	Fall	LN, LS, PS	3 min	-	
		Winter	LS, PS, WRF	3 min	-	
		Spring	LS, PS, WRF	3 min	-	
	1	Fall	LS, PS, WRF	3 min	-	
		Winter	LS, WRF, PRF	3 min	-	
		Spring	LS, WRF, PRF	3 min	-	
	2*	All	PRF	1 min	Vocabulary Proficient Reading	10 min 20 min
	3-8*	All	PRF	1 min	Vocabulary Proficient Reading	15 min 45 min
Math	K-2*	All	-		Proficient Math	20 min
	3-8*	All	-		Proficient Math	30 min
Spanish	K	All	SP_SSEG, SP_SS	2 min	-	
	1	All	SP_SSEG, SP_SS, SP_WR, SP_SR	4 min	-	
	2	All	SP_WR, SP_SR	2 min	Vocabulary	10 min
	3-8	All	-		Vocabulary	10 min

** Note: In Grades 3 through 8, the optional group-administered Basic Reading assessment takes about 30 minutes to complete. The optional group-administered Basic Math assessment, available for Kindergarten through Grade 8, takes approximately 30 minutes to complete.*

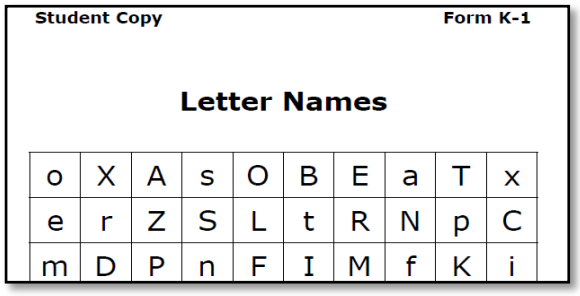
The reading and Spanish progress monitoring forms mirror the benchmark forms for each measure, but for math, the progress monitoring forms are shorter than the benchmark forms. The Basic Math progress monitoring forms take about 8 minutes to complete, while the Proficient Math progress monitoring forms take about 20 minutes to complete.

Chapter 3

Letter Names

Letter Names is a timed, individually administered measure for Kindergarten and Grade 1. It consists of both upper- and lower-case alphabet letters presented in an order based on empirical evidence of difficulty. The student is asked to name the letters presented by row. The student's score is the number of letter names identified correctly in one minute.

Figure 2: Sample Letter Names Measure



Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Letter Names Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row."** Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions? ... Ready? ... Begin."**
4. As the student reads letters from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first letter.
6. When the stopwatch reaches 60 seconds, place a bracket after the last letter read within the time limit.
7. When the student reaches a natural stopping point (e.g., the end of a letter or row), say **"You can stop there."** Don't score any letters read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any correct letter names within the first 3 rows, discontinue the test and record a score of zero.
2. If the student says an incorrect letter name, slash through the letter and count it as incorrect. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the letter.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the letter a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the letter.
4. If the student hesitates more than 3 seconds on a letter, supply the letter name, slash through the letter, and count as incorrect.
5. If the student skips a letter, put a slash through the letter and count it as incorrect. If the student skips an entire row, put a slash through every letter in the row and count each one as incorrect.
6. Count and record the number of letter names read correctly in the allotted 60 seconds.

Examples:

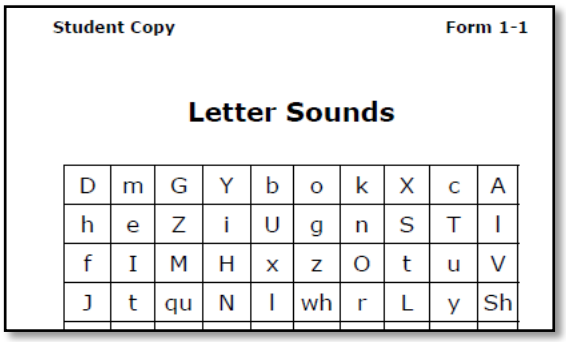
R	B	s	K	j	N	P	~~Z~~	H	o	10
	sc									
M	~~Q~~	p	O	W	e	R	T	Y	U	20

Chapter 4

Letter Sounds

Letter Sounds is a timed, individually administered measure for Kindergarten and Grade 1. It consists of upper- and lower-case letters and letter pairs presented in an order based on empirical evidence of difficulty. The student is asked to produce the sound made by the letter or letter pair. The student's score is the number of letter sounds produced correctly in one minute.

Figure 3: Sample Letter Sounds Measure



Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Letter Sounds Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"When I say begin, say the sound each letter makes. I will stop you after 60 seconds. Start at the top of the page and read across each row."** Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions? ... Ready? ... Begin."**
4. As the student reads the sounds from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first sound.
6. When the stopwatch reaches 60 seconds, place a bracket after the last letter sound read within the time limit.
7. When the student reaches a natural stopping point (e.g., the end of a letter or row), say **"You can stop there."** Don't score any letter sounds read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any correct letter sounds within the first 3 rows, discontinue the test and record a score of zero.
2. If the student says an incorrect letter sound, slash through the letter or letter pair and count it as incorrect. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the letter.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the letter a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the letter.
4. If the student hesitates more than 3 seconds on an item, supply the sound, slash through the letter or letter pair, and count it as incorrect.
5. If the student skips a letter, put a slash through the letter and count it as incorrect. If the student skips an entire row, put a slash through every letter in the row and count each one as incorrect.
6. Count and record the number of letter sounds read correctly in the allotted 60 seconds.

Examples:

f	I	M	H	x	z	O	t	u	~~V~~	30
		sc								
J	t	~~qu~~	N	l	wh	r	L	y	Sh	40

Chapter 5

Phoneme Segmenting

Phoneme Segmenting is a timed, individually administered measure for Kindergarten and Grade 1. The student is asked to identify the individual phonemes in each word that is orally presented by the assessor. The student's score is the number of correct phonemes or segments identified in one minute.

Figure 4: Sample Phoneme Segmenting Measure

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

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - assessor copy of the test form - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - assessor copy of the test form

1. This test is administered orally. Do not show the student this scoring sheet (or the easyCBM screen, if conducting live scoring). There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.
2. Read the directions: **"I am going to say a word, and you will give me the sounds you hear in that word. If I say *cap*, you will say /c/ /a/ /p/. If I say *it*, you will say /i/ /t/. If I say *top*, you will say /t/ /o/ /p/. Let's try."**
3. Read the words in order, giving the student time to respond after each word. Mark the student's responses using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
4. Start the stopwatch when the student responds to the first word.
5. When the stopwatch reaches 60 seconds, mark the last phoneme segmented. If the student is in the middle of segmenting a word, allow them to complete that word but don't score any phonemes segmented after the time is up. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions (Paper-and-Pencil)

1. If the student does not get any correct phonemes within the first 5 words, discontinue the test and record a score of zero.
2. Underline each phoneme the student says correctly and give the student 1 point per phoneme. (See Example Item 1 below.)
3. Put a slash through each phoneme the student misses. (See Example Item 2 below.)
4. If the student says a correct sound segment with multiple correct phonemes in the right order, and which is not the whole word, underline the entire segment and give the student 1 point for that segment. (See Example Item 3 below.)
5. Do not penalize the student for adding extra phonemes if the phonemes are separated from the other sounds in the word (see Example Item 4 below). If the student adds the extra phoneme to another phoneme or segment, mark that phoneme or segment as incorrect (see Example Item 5 below).
6. If the student repeats the entire word, circle the word and record a score of zero for that word. (See Example Item 6 below.)
7. 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 out of 4 points. (See Example Items 7 and 8 below.)

8. Add up and record the number of points the student received in the allotted 60 seconds.

Examples:

Item	Teacher Says	Student Says	Assessor Copy	Number Correct
1	straight	"s...t...r...aigh...t"	/s/ /t/ /r/ /aigh/ /t/	5 / 5
2	first	"f...ir...s...k"	/f/ /ir/ /s/ ~~/t/~~	3 / 4
3	lamb	"l...amb"	/l/ /a/ /mb/	2 / 3
4	bide	"b...i...de...s"	/b/ /i/ /de/	3 / 3
5	soak	"s...oa...ks"	/s/ /oa/ ~~/k/~~	2 / 3
6	mess	"mess"	/m/ /e/ /ss/	0 / 3
7	trick	"tu...ru...i...ku"	/t/ /r/ /i/ /k/	4 / 4
8	cat	"ku...a...tu"	/c/ /a/ /t/	3 / 3

Scoring Directions (Live Scoring)

We recommend paper-and-pencil scoring for the Phoneme Segmenting measure, then transferring the results into easyCBM afterward. If you would like to enter results into easyCBM while you are testing, the online scoring form only asks for the number of correct phonemes per word. Use the rules above for the paper-and-pencil scoring directions to count the number of correct phonemes the student provides.

Chapter 6

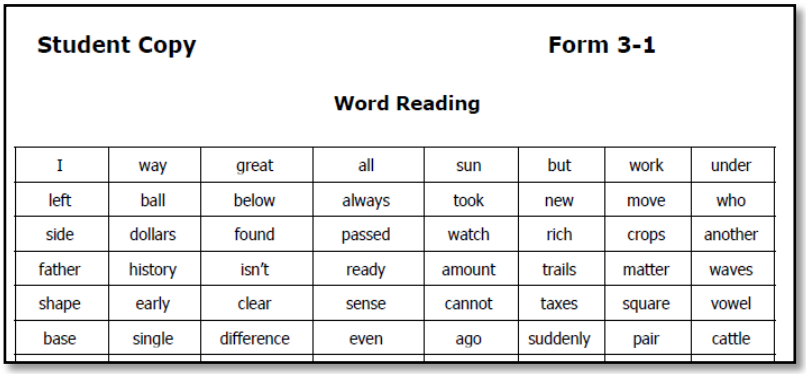
Word Reading Fluency

Word Reading Fluency is a timed, individually administered measure for Kindergarten to Grade 3 which assesses the fluency of words read in isolation. The student is given a list of words presented in order of increasing difficulty and is asked to read the words row by row. The student's score is the number of words read correctly in one minute.

Words for Word Reading Fluency 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 of equivalent difficulty within each given grade.

As with other easyCBM measures, it is important not to use the test forms to identify specific words for instruction and practice. Instead, the instructional focus should be on teaching high-frequency words and phonetic decoding skills so students can access words quickly and efficiently.

Figure 5: 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

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Word Reading Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"Please read from this list of words. Read across the page and then on to the next row."** Demonstrate by sweeping your finger from left to right across the first row of words and then sweeping across the second row. **"Any questions? ... Ready? ... Begin."**
4. As the student reads the words from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first word.
6. When the stopwatch reaches 60 seconds, place a bracket after the last word read within the time limit.
7. When the student reaches a natural stopping point (e.g., the end of a word or row), say **"You can stop there."** Don't score any words read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any words correct within the first 3 rows, discontinue the test and record a score of zero.
2. Put a slash through any word the student misses. When live scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the word.

3. If the student makes an error then self corrects within 3 seconds, count it as correct. When live scoring with easyCBM, just click on the word a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the word.
4. If the student hesitates or struggles more than 3 seconds on a word, supply the word, put a slash through the word, and count it as incorrect.
5. If the student skips a word, put a slash through the word and count it as incorrect.
6. If the student skips an entire row, help the student find their place. Do not count this as an error if the student then reads the words correctly.
7. Count and record the number of words read correctly in the allotted 60 seconds.

Examples:

		sc	
the	or	~~will~~	number
of	~~about~~	remain	no

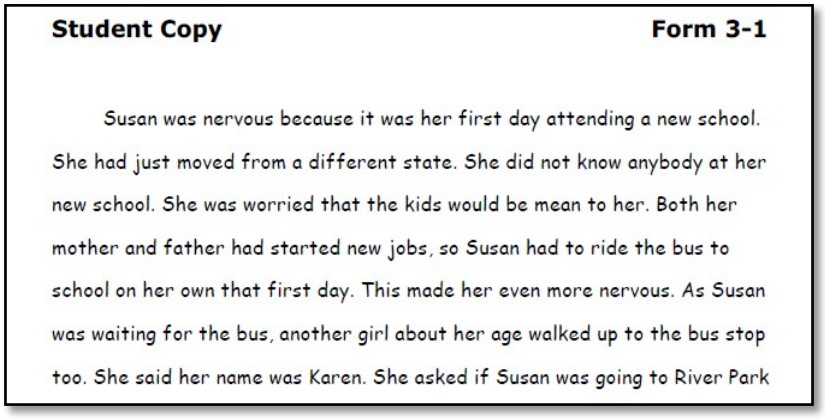
Chapter 7

Passage Reading Fluency

Passage Reading Fluency is a timed, individually administered measure for Grades 1 to 8 which assesses the fluency of words read in context. Each passage consists of a brief work of original narrative fiction with content and passage complexity suitable for a given grade level. The student's score is the number of words read correctly in one minute.

These measures were created to follow the same story grammar across passages (introduction, rising action, climax, resolution) to reduce variation in difficulty across the different forms. The plots and characters were selected to be appropriate for the grade levels for which they were written.

Figure 6: Sample Passage Reading Fluency Measure



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

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the Student Copy of the passage in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions to the student exactly as they appear on the Assessor Copy. The directions vary by passage to introduce proper nouns.
4. As the student reads from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first word of the passage.
6. If you notice the student racing through the passage as quickly as possible, you can remind them it's not a race and that they should try to do their best reading.
7. When the stopwatch reaches 60 seconds, place a bracket after the last word read within the time limit.
8. When the student reaches a natural stopping place (e.g., the end of a sentence or paragraph), say **"You can stop there."** Don't score any words read after the one-minute time limit. If a student finishes the passage before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not read any words correctly within the first line of the passage, discontinue the test and record a score of zero.
2. Put a slash through any word the student misses. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the word.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the word a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the word.
4. If the student hesitates or struggles more than 3 seconds on a word, supply the word, put a slash through the word, and count it as incorrect.
5. If the student skips a word, put a slash through the word and count it as incorrect. If the student skips an entire row, put a slash through every word and count each one as incorrect.
6. If the student inserts a word, do not count it as an error.
7. Count and record the Total Words Read, Errors, and Total Correct Words.

Examples:

Susan was nervous because it was her first day ~~attending~~ a new school.	13
She had just moved from a different state. She did not know anybody at her	28

Chapter 8

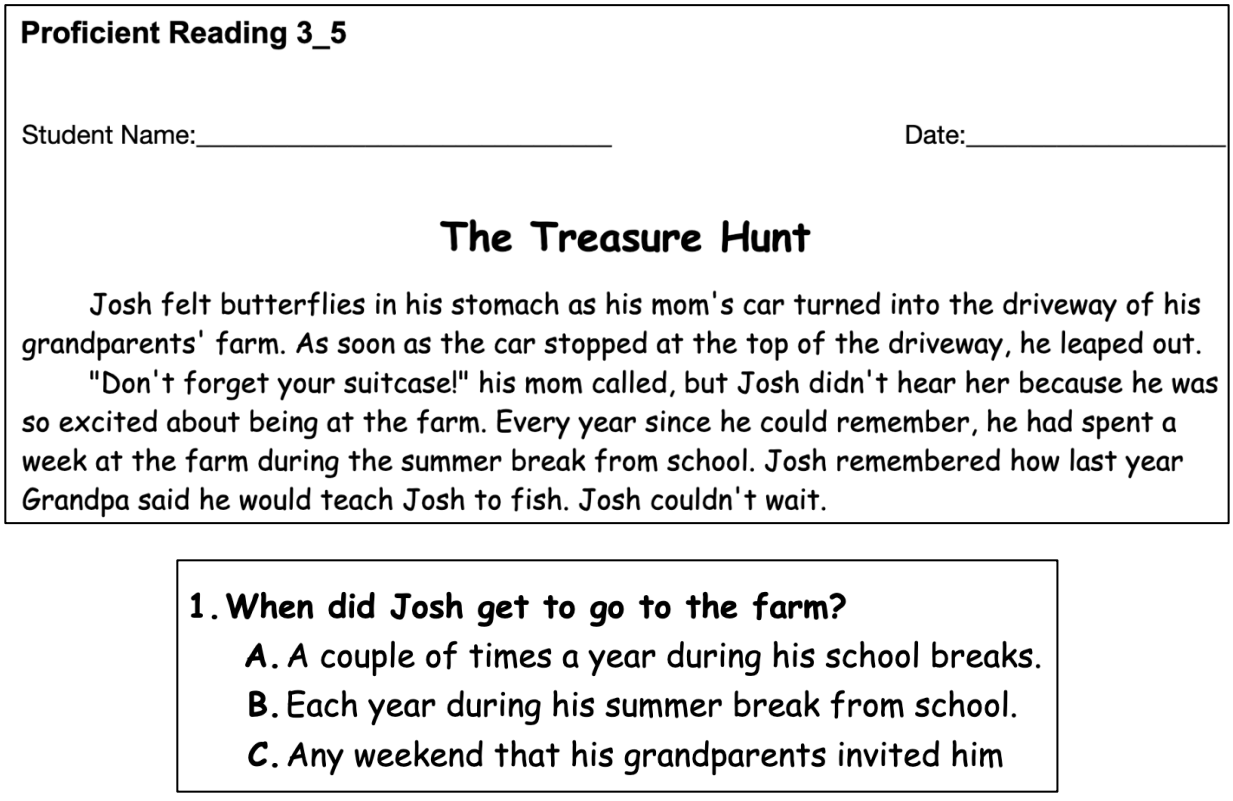
Proficient Reading

Proficient Reading is an untimed assessment that measures student comprehension of written text, designed for students in Grades 2 to 8. Multiple choice questions at the end of the passage assess students' literal, inferential, and (in Grades 3 to 8) evaluative comprehension of text.

Students can complete the Proficient Reading assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. Each form takes approximately 30 minutes to complete. The total score is the number of correct responses the student provides.

The Proficient Reading measures consist of original works of narrative fiction, written specifically for the easyCBM system. The stories are written at grade-level readability, with characters and plots suitable for the age of the students for whom they are intended. All forms underwent extensive review by grade-level teachers prior to being piloted with grade-level students to ensure alternate form comparability.

Figure 7: Sample Proficient Reading Comprehension Measure



Proficient Reading 3_5

Student Name:_____ Date:_____

The Treasure Hunt

Josh felt butterflies in his stomach as his mom's car turned into the driveway of his grandparents' farm. As soon as the car stopped at the top of the driveway, he leaped out.

"Don't forget your suitcase!" his mom called, but Josh didn't hear her because he was so excited about being at the farm. Every year since he could remember, he had spent a week at the farm during the summer break from school. Josh remembered how last year Grandpa said he would teach Josh to fish. Josh couldn't wait.

1. When did Josh get to go to the farm?

A. A couple of times a year during his school breaks.
B. Each year during his summer break from school.
C. Any weekend that his grandparents invited him

Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken Proficient Reading, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing while demonstrating with the Demo Student: **"Does everyone see this page on your screen? Here, where it says 'Select your Group,' choose 'All Students.' Then select your name from the list."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **"Next, where it says 'Select the Test,' you'll be taking the test that says Proficient Reading for Fall. Does everyone see it on their list? Go ahead and select it, but don't click the button yet. When you do click the button, this is what it will look like."** Click the 'Take Test' button to show the test, but don't answer any of the questions because the real test will appear. **"Read the passage, then answer the questions at the end. After answering each question, click the Next button to move on. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**
3. Here is an example of what to say for Winter benchmark testing for students who have taken the Proficient Reading test previously and don't require the demo: **"Today you'll be taking the test that says Proficient Reading for Winter. Does everyone see it on their list? Go ahead and select it, but don't click on the button yet. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't**

help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin." 4. During the test, walk around the room to monitor for cheating and to help students stay on task.
Paper-and-Pencil
1. Hand out student copies of the test form to each student. 2. Say, **"Today you'll be taking a reading test. It doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. Start by writing your name and the date at the top of the page. You'll read the passage, then answer the questions at the end. Circle your answers. Ready? Begin."** 3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but if you do this rather than entering item-level data, you won't have access to item-level breakdowns of student performance.

Chapter 9

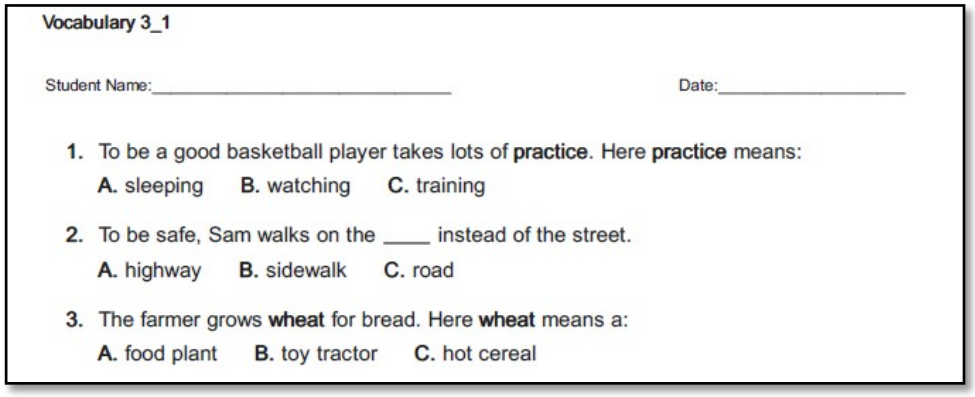
Vocabulary

Vocabulary is an untimed assessment that measures vocabulary proficiency appropriate for a student's grade level, designed for students in Grades 2 to 8. The student's score is the number of correct responses.

The words included in the Vocabulary measure were selected from a variety of content materials and were extensively field-tested. The bank of items represents a wide range of difficulty aligned to grade-level content standards. Students can complete the Vocabulary assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. It takes approximately 10 to 15 minutes to complete.

As with the other easyCBM measures, it is important to use the percentile rank, not the raw score itself, when interpreting student performance. It is also important not to use the vocabulary tests as study guides or to identify specific vocabulary words for instruction.

Figure 8: Sample Vocabulary Measure



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

Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken the Vocabulary measure, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing while demonstrating with the Demo Student: **"Does everyone see this page on your screen? Here, where it says 'Select your Group,' choose 'All Students.' Then select your name from the list."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **"Next, where it says 'Select the Test,' you'll be taking the test that says Vocabulary for Fall. Does everyone see it on their list? Go ahead and select it, but don't click the button yet. When you do click the button, this is what it will look like."** Click the 'Take Test' button to show the test, but don't answer any of the questions because the real test will appear. **"Read each item and choose the best answer, then click the Next button to move on. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**
3. Here is an example of what to say for Winter benchmark testing for students who have taken the Vocabulary test previously and don't require the demo: **"Today you'll be taking the test that says Vocabulary for Winter. Does everyone see it on their list? Go ahead and select it, but don't click on the button yet. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with**

answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."

4. During the test, walk around the room to monitor for cheating and to help students stay on task.

Paper-and-Pencil

1. Hand out student copies of the test form to each student.
2. Say, **"Today you'll be taking a vocabulary test. It doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. Start by writing your name and the date at the top of the page. Read each item and circle the best answer. Ready? Begin."**
3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but by doing so, you won't have access to item-level breakdowns of student performance.

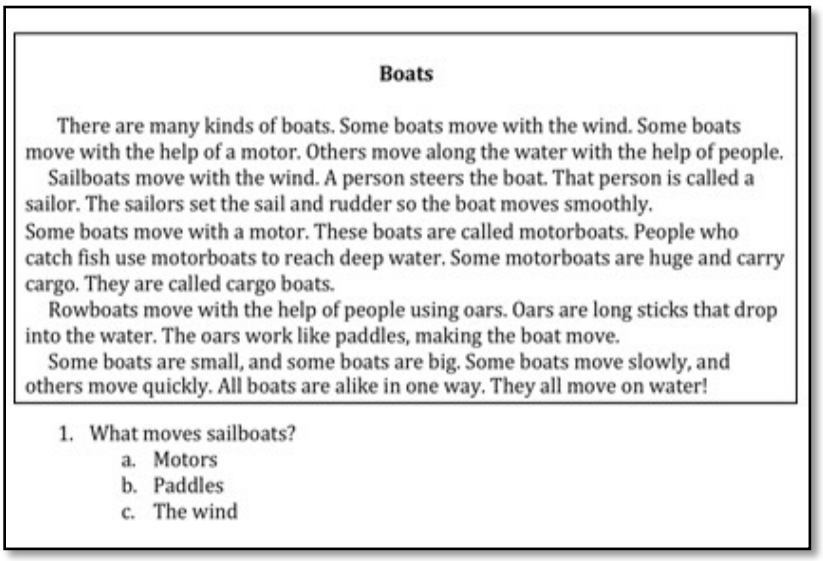
Chapter 10

Basic Reading

Basic Reading is an untimed assessment that measures student comprehension utilizing a variety of text, designed for students in Grades 3 to 8. The Basic Reading measures include Read to Perform a Task, Informational Text, and Short Literary Text passages.

Students can complete the Basic Reading assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. Each of the forms includes five short prompts, each with five corresponding questions to assess students' literal and basic inferential comprehension. The total score is the number of items answered correctly out of a possible 25.

Figure 9: Sample Informational Text Prompt



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.

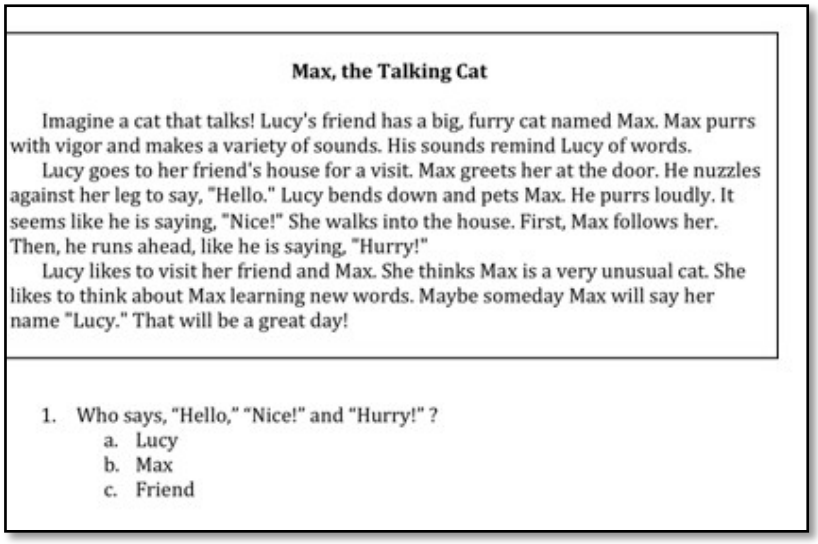
Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

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 10: Sample Short Literary Text Prompt



Max, the Talking Cat

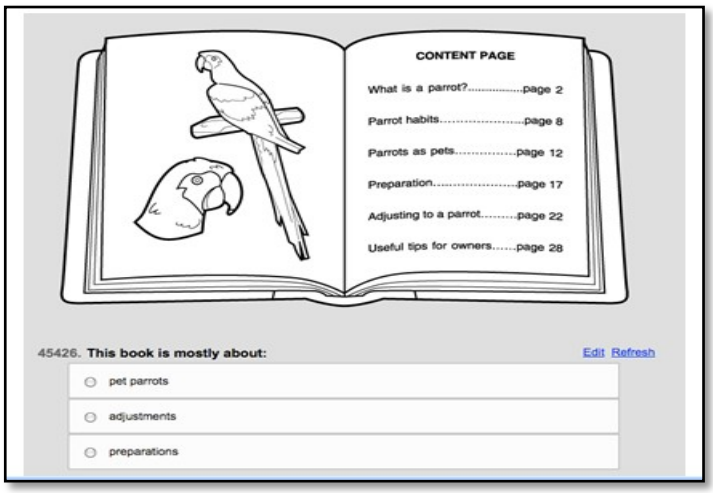
Imagine a cat that talks! Lucy's friend has a big, furry cat named Max. Max purrs with vigor and makes a variety of sounds. His sounds remind Lucy of words.

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 11: Sample Read to Perform a Task Prompt



Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken Basic Reading, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing while demonstrating with the Demo Student: **"Does everyone see this page on your screen? Here, where it says 'Select your Group,' choose 'All Students.' Then select your name from the list."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **"Next, where it says 'Select the Test,' you'll be taking the test that says Basic Reading for Fall. Does everyone see it on their list? Go ahead and select it, but don't click the button yet. When you do click the button, this is what it will look like."** Click the 'Take Test' button to show the test, but don't answer any of the questions because the real test will appear. **"You'll read several stories and answer some questions for each one. After answering each question, click the Next button to move on. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**
3. Here is an example of what to say for Winter benchmark testing for students who have taken the Basic Reading test previously and don't require the demo: **"Today you'll be taking the test that says Basic Reading for Winter. Does everyone see it on their list? Go ahead and select it, but don't click on the button yet. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**

4. During the test, walk around the room to monitor for cheating and to help students stay on task.

Paper-and-Pencil

1. Hand out student copies of the test form to each student.
2. Say, **"Today you'll be taking a reading test. It doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. Start by writing your name and the date at the top of the page. You'll read several stories. After you answer the questions for each story, move on to the next story. Circle your answers. Ready? Begin."**
3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but by doing so, you won't have access to item-level breakdowns of student performance.

Chapter 11

Spanish Syllable Segmenting

Spanish Syllable Segmenting is a timed, individually administered measure for Kindergarten and Grade 1 that assesses students' ability to segment syllables. The assessor says a word, and the student is asked to segment it into its constituent syllables. The student's score is the number of syllables correctly segmented in one minute.

Figure 12: Sample Spanish Syllable Segmenting Measure

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	modo	/mo/ /do/	____ / 2	**12**	joya	/jo/ /ya/	____ / 2
2	leche	/le/ /che/	____ / 2	**13**	cita	/ci/ /ta/	____ / 2
3	boca	/bo/ /ca/	____ / 2	**14**	antes	/an/ /tes/	____ / 2
4	niña	/ni/ /ña/	____ / 2	**15**	mejor	/me/ /jor/	____ / 2

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - assessor copy of the test form - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - assessor copy of the test form

1. This test is administered orally. Do not show the student this scoring sheet (or the easyCBM screen, if conducting live scoring). There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.
2. Read the directions: **"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."**
3. Read the words in order, giving the student time to respond after each word. Mark the student's responses using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
4. Start the stopwatch when the student responds to the first word.
5. When the stopwatch reaches 60 seconds, mark the last syllable segmented. If the student is in the middle of segmenting a word, allow them to complete that word, but don't score any syllables segmented after the time is up. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions (Paper-and-Pencil)

1. If the student does not get any correct syllables within the first 5 words, discontinue the test and record a score of zero.
2. Underline each syllable the student says correctly and give the student 1 point per correct syllable. (See Example Item 1 below.)
3. Put a slash through each syllable the student misses. (See Example Item 2 below.)
4. Do not penalize the student for adding extra syllables if the syllables are separated from the other syllables in the word (see Example Item 3 below). If the student adds the extra sounds or syllables to another syllable, mark that syllable as incorrect (see Example Item 4 below).
5. If the student repeats the entire word, circle the word and record a score of zero for that word. (See Example Item 5 below.)
6. Add up and record the number of points the student received in the allotted 60 seconds.

Examples:

Item	Teacher Says	Student Says	Assessor Copy	Number Correct
1	modo	"mo...do"	/mo/ /do/	2 / 2
2	boca	"to...ca"	/~~bo~~/ /ca/	1 / 2

3	leche	"le...che...ia "	/le/ /che/	2 / 2
4	niña	"ni...ñas"	/ni/ /~~ña~~/	1 / 2
5	cubo	"cubo"	/cu/ /bo/	0 / 2

Scoring Directions (Live Scoring)

We recommend paper-and-pencil scoring for the Syllable Segmenting measure, and then transferring the results into easyCBM afterward. If you would like to enter results into easyCBM while you are testing, the online scoring form only asks for the number of correct syllables per word. Use the rules above for the paper-and-pencil scoring directions to count the number of correct syllables the student provides.

Chapter 12

Spanish Syllable Sounds

Spanish Syllable Sounds is a timed, individually administered measure for Kindergarten and Grade 1 that assesses students' ability to read syllables. Students are presented with a list of syllables in a table format and asked to read from left to right across the row, then move down to read the next row. The student's score is the number of syllable sounds produced correctly in one minute.

Figure 13: Sample Spanish Syllable Sounds Measure

Mi	no	po	Da	Nu	ne	di	Na	Se	la	10
vi	sa	Llu	Pi	ga	Do	Ma	li	su	Ne	20
Ze	de	na	me	Le	Ti	da	Mo	lo	Fa	30
mu	To	di	Ta	fi	Bo	Ni	ba	ñe	Hu	40

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Syllable Sounds Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"Cuando yo diga empieza, dí el sonido de cada sílaba. Empieza con la primera línea y después lee las líneas siguientes."** Demonstrate by sweeping your finger from left to right across the first row. **"Después de terminar una línea, mueve a la próxima línea."** Demonstrate. **"Si no sabes una sílaba, debes decir 'No sé' y continuar con la próxima sílaba. ¿Tienes alguna pregunta? ... ¿Estás listo/a? ... Empieza."**
4. As the student reads the sounds from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first sound.
6. When the stopwatch reaches 60 seconds, place a bracket after the last syllable sound read within the time limit.
7. When the student reaches a natural stopping point (e.g., the end of a syllable or row), say **"Puedes parar ahora."** Don't score any syllables read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any correct syllable sounds within the first 3 rows, discontinue the test and record a score of zero.
2. If the student reads a syllable incorrectly, slash through the syllable and count it as incorrect. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the syllable.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the syllable a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the syllable.
4. If the student hesitates more than 3 seconds, supply the syllable, slash through the syllable, and count it as incorrect.
5. If the student skips a syllable or entire row, circle the syllable or row and count it as incorrect.
6. If the student clearly loses their place, point to the next syllable.
7. If the student provides any correct pronunciation for the syllable, count it as correct (e.g., for the syllable *ra*, either /ra/ or /rra/ is acceptable).

8. Count and record the number of syllables read correctly in the allotted 60 seconds.

Examples:

Mi	no	po	Da	Nu	ne	di	Na	~~Se~~	la	10
			sc							
vi	sa	Llu	~~Pl~~	ga	Do	Ma	li	su	Ne	20

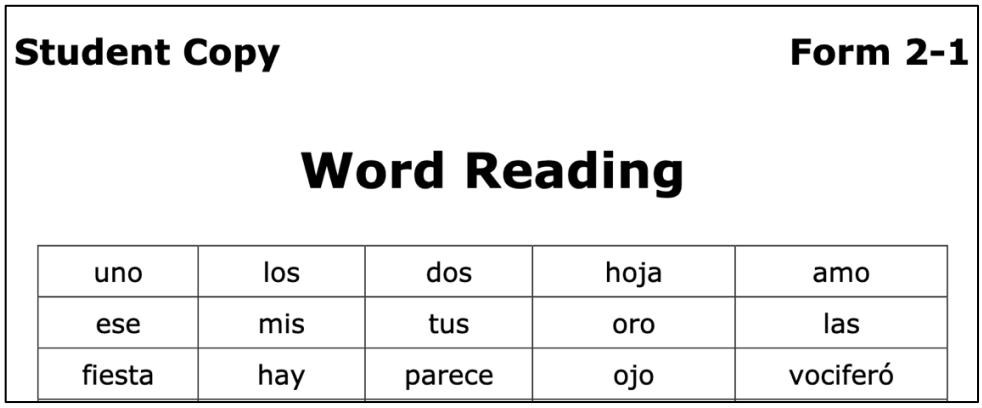
Chapter 13

Spanish Word Reading

Spanish Word Reading is a timed, individually administered measure for Grades 1 to 2 which assesses students' ability to read words in the Spanish language. The student is presented with a list of common words in a table format and asked to read from left to right across the row, then move down to read the next row. The student's score is the number of words read correctly in one minute.

The Spanish Word Reading forms were created by native Spanish speakers and underwent substantial review by panels of native Spanish speakers prior to field testing to ensure word appropriateness.

Figure 14: Sample Spanish Word Reading Measure



Student Copy **Form 2-1**

Word Reading

uno	los	dos	hoja	amo
ese	mis	tus	oro	las
fiesta	hay	parece	ojo	vociferó

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Word Reading Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"Favor de leer esta lista de palabras. Lee la primera línea de izquierda a derecha y después lee las líneas siguientes."** Demonstrate by sweeping your finger from left to right across the first row of words and then sweeping across the second row. **"¿Tienes alguna pregunta? ... ¿Estás listo/a? ... Empieza."**
4. As the student reads the words from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first word.
6. When the stopwatch reaches 60 seconds, place a bracket after the last word read within the time limit.
7. When the student reaches a natural stopping point (e.g., the end of a word or row), say **"Puedes parar ahora."** Don't score any words read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any words correct within the first 3 rows, discontinue the test and record a score of zero.
2. Put a slash through any word the student misses. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the word.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the word a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the word.
4. If the student hesitates or struggles more than 3 seconds on a word, supply the word, put a slash through the word, and count it as incorrect.
5. If the student skips a word, put a slash through the word and count it as incorrect.
6. If the student skips an entire row, help the student find their place. Do not count this as an error if the student then reads the words correctly.
7. Count and record the number of words read correctly in the allotted 60 seconds.

Examples:

			sc	
yo	al	es	~~oola~~	da
se	de	~~ti~~	nos	va

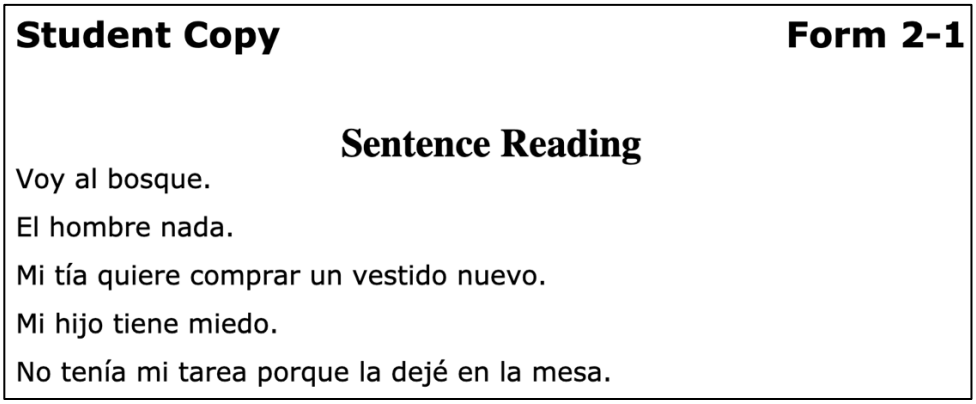
Chapter 14

Spanish Sentence Reading

Spanish Sentence Reading is a timed, individually administered measure for Grades 1 to 2 which assesses students' ability to read connected text. The student is presented with a list of sentences and is asked to read them. The student's score is the number of words read correctly in one minute.

The Spanish Sentence Reading forms were created by native Spanish speakers and underwent substantial review by panels of native Spanish speakers prior to field testing to ensure appropriateness.

Figure 15: Sample Spanish Sentence Reading Measure



Student Copy **Form 2-1**

Sentence Reading

Voy al bosque.

El hombre nada.

Mi tía quiere comprar un vestido nuevo.

Mi hijo tiene miedo.

No tenía mi tarea porque la dejé en la mesa.

Administration Directions

Live Scoring	Paper-and-Pencil
Enter student responses (item-level data) into easyCBM at the same time you are administering the form to the student.	Test the student on paper-and-pencil and enter the results into easyCBM later.
You will need: - place marker or cover sheet (optional) - student copy of the test form - this manual or the assessor copy of the test form (for the administration directions) - computer or tablet, logged into easyCBM; the student should not be able to see your screen	You will need: - clipboard - stopwatch - pencil - place marker or cover sheet (optional) - student copy of the test form - assessor copy of the test form

1. Place the probe marked "Sentence Reading Student Copy" in front of the student.
2. If you feel it would benefit the student or if it's an IEP requirement, you can provide the student with a place marker or cover sheet to help them keep their place.
3. Read the directions: **"Favor de leer estas oraciones. Lee la primera oración y después lee las oraciones siguientes."** Demonstrate by sweeping your finger from left to right across the first sentence and then the second sentence. **"¿Tienes alguna pregunta? ... ¿Estás listo/a? ... Empieza."**
4. As the student reads the words from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

   Live Scoring: Follow along using the scoring form and stopwatch provided within the easyCBM system.

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
5. Start the stopwatch when the student says the first word.
6. When the stopwatch reaches 60 seconds, place a bracket after the last word read within the time limit.
7. When the student reaches a natural stopping place (e.g., the end of a sentence), say **"Puedes parar ahora."** Don't score any words read after the one-minute time limit. If a student completes all items before 60 seconds have elapsed, simply stop the test and complete your scoring.

Scoring Directions

1. If the student does not get any words correct within the first 3 sentences, discontinue the test and record a score of zero.
2. Put a slash through any word the student misses. When scoring via easyCBM, make sure the 'Incorrect' slash mark is selected, then click on the word.
3. If the student makes an error then self corrects within 3 seconds, count it as correct. When scoring with easyCBM, just click on the word a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the word.
4. If the student hesitates or struggles more than 3 seconds on a word, supply the word, put a slash through the word, and count it as incorrect.
5. If the student skips a word, put a slash through the word and count it as incorrect.
6. If the student skips an entire row, help the student find their place. Do not count this as an error if the student then reads the words correctly.
7. Count and record the number of words read correctly in the allotted 60 seconds.

Examples:

Voy al ~~bosque.~~	3
El hombre nada.	6
Mi tìa quiere ~~comprar~~ un vestido nuevo.	13

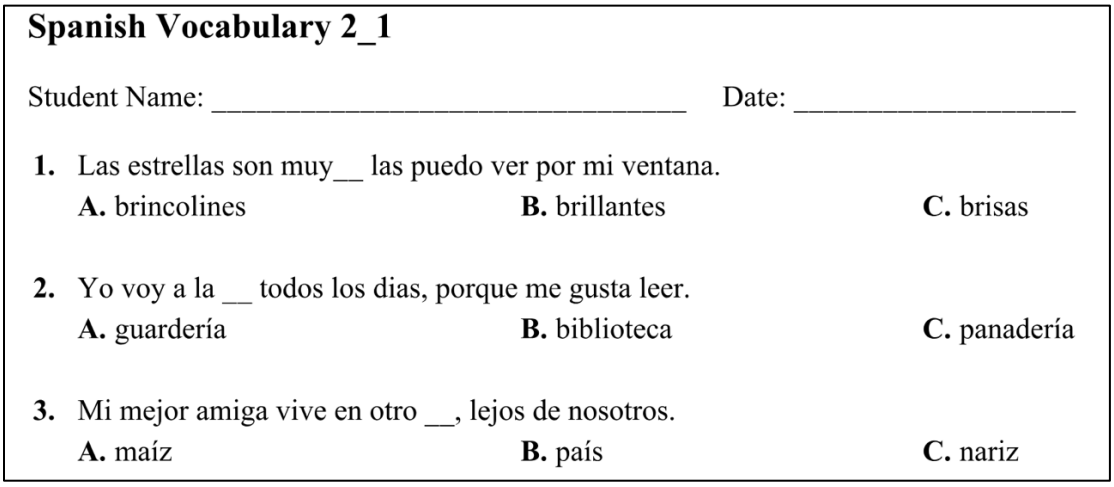
Chapter 15

Spanish Vocabulary

Spanish Vocabulary is an untimed measure for Grades 2 to 8 that assesses students' ability to identify the meaning of words and phrases used in context. Students are presented with sentences in which a key vocabulary word or phrase is missing and are asked to select the best choice from a list of options to fill in the blank. The student's score is the number of correct responses.

The words included in the Spanish Vocabulary measure were selected from a variety of content materials and were extensively field-tested. The bank of items represents a wide range of difficulty aligned to grade-level content standards. The test can be administered online or via paper-and-pencil and takes approximately 10 to 15 minutes to complete.

Figure 16: Sample Spanish Vocabulary Measure



Spanish Vocabulary 2_1

Student Name: _____ Date: _____

1. Las estrellas son muy__ las puedo ver por mi ventana.
A. brincolines **B.** brillantes **C.** brisas

2. Yo voy a la __ todos los dias, porque me gusta leer.
A. guardería **B.** biblioteca **C.** panadería

3. Mi mejor amiga vive en otro __, lejos de nosotros.
A. maíz **B.** país **C.** nariz

Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken the Spanish Vocabulary measure, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing while demonstrating with the Demo Student: **"¿Ve esta página en tu pantalla? Aquí, donde dice 'Select your Group', elija 'All Students'. A continuación, seleccione su nombre de la lista."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **" A continuación, donde dice 'Select the Test', tomará la prueba que dice 'Spanish Vocabulary for Fall.' ¿Lo ve en su lista? Continúe y selecciónelo, pero no haga clic en el botón todavía. Cuando hagas clic en el botón, así es como se verá."** Click the 'Take Test' button to show the test, but don't answer any of the questions because the real test will appear. **"Lea cada elemento y elija la mejor respuesta, luego haga clic en el botón 'Next' para continuar. Esta prueba no cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Cuando haya terminado, lea en silencio hasta que todos los demás hayan terminado. Durante la prueba, no puedo ayudarlo con las respuestas pero levante la mano si tiene algún problema con su computadora / tableta. ¿Listo? Empieza."**
3. Here is an example of what to say for Winter benchmark testing for students who have taken the Spanish Vocabulary test previously and don't require the demo: **"Hoy vas a hacer el examen que dice 'Spanish Vocabulary for Winter.' ¿Lo ve en su lista? Continúe y selecciónelo, pero no haga clic en el botón todavía. Esta prueba no cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Cuando haya terminado, lea en silencio hasta que todos los demás**

hayan terminado. Durante la prueba, no puedo ayudarlo con las respuestas, pero levante la mano si tiene algún problema con su computadora / tableta. ¿Listo? Empieza." 4. During the test, walk around the room to monitor for cheating and to help students stay on task.
Paper-and-Pencil
1. Hand out student copies of the test form to each student. 2. Say, **"Hoy vas a hacer una prueba de vocabulario. No cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Comience escribiendo su nombre y la fecha en la parte superior de la página. Lee cada ítem y encierra en un círculo la mejor respuesta. ¿Listo? Empieza."** 3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but by doing so, you won't have access to item-level breakdowns of student performance.

Chapter 16

Basic Math

Basic Math is an untimed assessment for Grades K to 8 that measures students' mastery of lower-level mathematics skills aligned with grade-level content standards. Students can complete the Basic Math assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. The total score is the number of items answered correctly.

The Basic Math measures were developed using the National Council of Teachers of Mathematics (NCTM) Focal Point Standards as an initial framework. The benchmark forms include test items from all three focal point standards at each respective grade level, while the progress monitoring forms are split into three types per grade, one type for each focal point standard from that grade level. This difference increases the reliability of the benchmark test as a screening assessment, but also increases the time needed for students to complete it. The progress monitoring measures are much shorter by design, monitoring the progress students are making in learning content from a single NCTM focal point standard. Because of this design, however, raw scores on the Basic Math benchmark and progress monitoring measures should not be directly compared. Instead, use the percentile rank lookup table to convert raw scores to percentile ranks when evaluating student performance over time.

Alternate forms of each Basic Math measure were designed to be of equivalent difficulty within grade and measure type. For example, the Grade 4 Numbers and Operations test forms were created to be of equivalent difficulty with each other, but not equivalent to the Grade 4 Algebra forms or the Grade 3 Numbers and Operations forms.

For progress monitoring, teachers should select the most appropriate Basic Math measure based on individual student skill and the instruction the student is receiving. For example, if a student is receiving instruction targeting geometry, the most appropriate measure might be Basic Math Geometry.

For student online testing, 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. This accommodation is included because the assessment is intended to measure students' math skills, 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. It is important that students have headphones available in the computer lab when testing so they can use the read aloud option if needed.

You can also enable Spanish-language translations of the math items by activating that feature through the system settings for your account. Once the Spanish-language option has been activated, all math items will display in both English and Spanish (students toggle from one language to the other on the screen, on an item-by-item basis). The read-aloud feature is available in both languages.

Figure 17: Sample Basic Math Number and Operations Measure (Kindergarten)

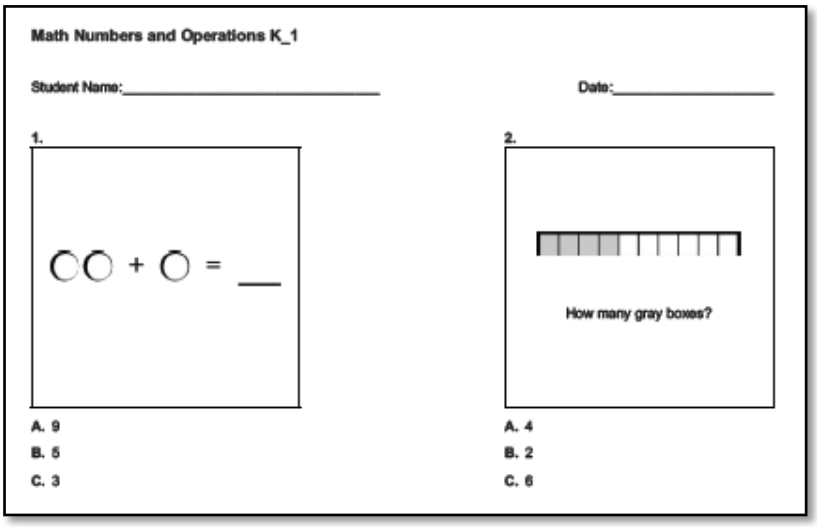
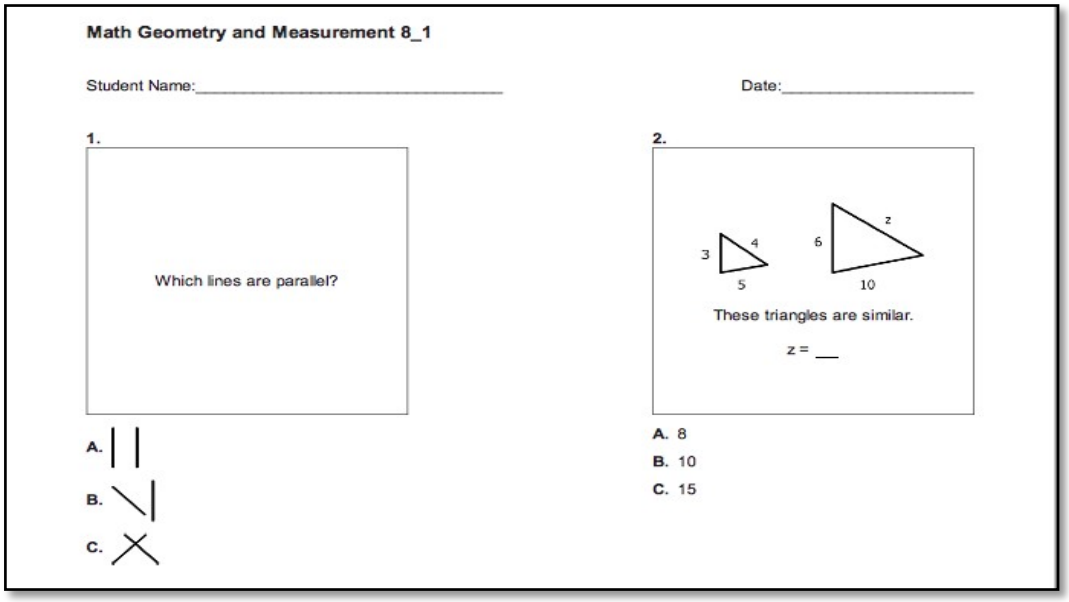


Figure 18: Sample Basic Math Geometry and Measurement Measure (Grade 8)



Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken Basic Math, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing while demonstrating with the Demo Student: **"Does everyone see this page on your screen? Here, where it says 'Select your Group,' choose 'All Students.' Then select your name from the list."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **"Next, where it says 'Select the Test,' you'll be taking the test that says Basic Math for Fall. Does everyone see it on their list? Go ahead and select it, then click on the Take Test button."** On your own screen, click the 'Take Test' button to follow along. **"That will take you to the Sound Test page. Put your headphones on and click on the speaker button to make sure you can hear it. You can change the volume if it's too quiet or too loud. Does anyone have any questions?"** Wait to see if anyone is having problems with the sound. **"When you're ready, click the Continue button to start the test."** Show the test, but don't answer any of the questions because the real test will appear. **"Answer each question, then click on the Next button to move on. If you need help reading a question, click on the speaker button and it will read it for you. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**
3. Here is an example of what to say for Winter benchmark testing for students who have taken the Basic Math test previously and don't require the demo: **"Today you'll be taking the test that says Basic Math for Winter. Does everyone see it on their list? Go ahead and select it, but don't click on the button yet. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished,**

please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."

4. During the test, walk around the room to monitor for cheating and to help students stay on task.

Paper-and-Pencil

The easyCBM Basic Math measures are optimized for online administration, which includes read-aloud options built into the system. If you choose to administer these measures in paper-and-pencil format, you will need to read out loud any items that include text. To do so, you will need to direct the students to complete each item one by one, then raise their hands when they're ready to move on to the next item. Keep the whole class together so you know you're reading the text for the item each student is answering.

1. Hand out student copies of the test form to each student.
2. Say, **"Today you'll be taking a math test. It doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. Start by writing your name and the date at the top of the page. Circle your answers. Ready? Begin."**
3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but if you do this rather than entering item-level data, you won't have access to item-level breakdowns of student performance.

Chapter 17

Proficient Math

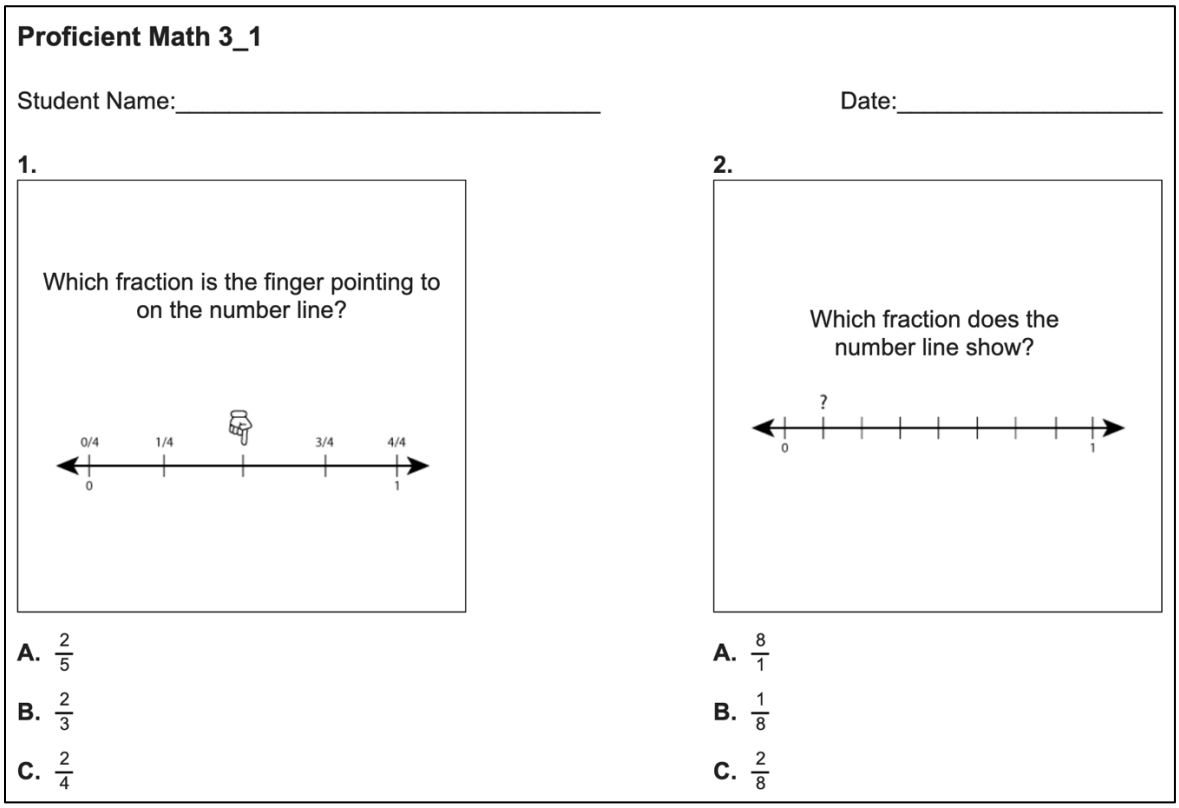
Proficient Math is an untimed assessment for Grades K to 8 that measures students' mastery of mathematics skills. Students can complete the Proficient Math assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. The total score is the number of items answered correctly.

The Proficient Math measures were developed using the Common Core State Standards (CCSS) as an initial framework. Benchmark forms include a few items from prior and subsequent grade levels, in addition to the grade level to which the test is assigned. This design enhances its accuracy as a universal screener, extending the population of students whom the assessment is reliably able to measure. In contrast, the progress monitoring measures include only grade-level test items, allowing the forms to be shorter while retaining their usefulness for measuring student progress over time. Because of this design, raw scores on the Proficient Math progress monitoring forms should not be directly compared to raw scores on the Proficient Math progress monitoring measures. Instead, use the percentile rank lookup table to convert raw scores to percentile ranks when evaluating student performance over time.

For student online testing, 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. This accommodation is included because the assessment is intended to measure students' math skills, 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. It is important that students have headphones available in the computer lab when testing so they can use the read aloud option if needed.

You can also enable Spanish-language translations of the math items by activating that feature through the system settings for your account. Once the Spanish-language option has been activated, all math items will display in both English and Spanish (students toggle from one language to the other on the screen on an item-by-item basis). The read-aloud feature is available in both languages.

Figure 19: Sample Proficient Math Measure (Grade 3)



Administration Directions

Student Online Testing	Paper-and-Pencil
Students can take the assessment online through the easyCBM website.	Test the students on paper-and-pencil and enter the results into easyCBM later.
You will need: - a computer or tablet for each student being tested at one time - this manual (for example administration directions)	You will need: - a pencil and a student copy of the test form for each student being tested at one time - this manual (for example administration directions)

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, or if they've never taken Proficient Math, you can use the Demo Student to show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall

benchmark testing while demonstrating with the Demo Student: **"Does everyone see this page on your screen? Here, where it says 'Select your Group,' choose 'All Students.' Then select your name from the list."** On your own screen, choose 'DEMO STUDENT' at the end of the list. **"Next, where it says 'Select the Test,' you'll be taking the test that says Proficient Math for Fall. Does everyone see it on their list? Go ahead and select it, then click on the Take Test button."** On your own screen, click the 'Take Test' button to follow along. **"That will take you to the Sound Test page. Put your headphones on and click on the speaker button to make sure you can hear it. You can change the volume if it's too quiet or too loud. Does anyone have any questions?"** Wait to see if anyone is having problems with the sound. **"When you're ready, click the Continue button to start the test."** Show the test, but don't answer any of the questions because the real test will appear. **"Answer each question, then click on the Next button to move on. If you need help reading a question, click on the speaker button and it will read it for you. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**

3. Here is an example of what to say for Winter benchmark testing for students who have taken the Proficient Math test previously and don't require the demo: **"Today you'll be taking the test that says Proficient Math for Winter. Does everyone see it on their list? Go ahead and select it, but don't click on the button yet. This test doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. When you've finished, please read quietly until everyone else is done. During the test, I can't help you with answering the questions, but raise your hand if you have any problems with your computer/tablet. Ready? Begin."**
4. During the test, walk around the room to monitor for cheating and to help students stay on task.

Paper-and-Pencil

The easyCBM Proficient Math measures are optimized for online administration, which includes read-aloud options built into the system. If you choose to administer these measures in paper-and-pencil format, you will need to read out loud any items that include text. To do so, you will need to direct the students to complete each item one by one, then raise their hands when they're ready to move on to the next item. Keep the whole class together so you know you're reading the text for the item each student is answering.

1. Hand out student copies of the test form to each student.

2. Say, **"Today you'll be taking a math test. It doesn't count toward your grade, but it will help us decide what we should cover in class. Please try your best. Start by writing your name and the date at the top of the page. Circle your answers. Ready? Begin."**
3. During the test, walk around the room to monitor for cheating and to help students stay on task.

Scoring Directions

For online testing, the easyCBM system will automatically score and record student responses as they take the test.

For paper-and-pencil testing, you can enter student responses (item-level data) into easyCBM and the system will automatically score them for you. For benchmark screening tests only, you can enter just the total score by using the answer keys available on the Measures tab of the easyCBM system to score the student responses, but if you do this rather than entering item-level data, you won't have access to item-level breakdowns of student performance.

Chapter 18

Using easyCBM Teacher Edition

easyCBM data management and reporting is available through two different services, easyCBM Teacher Edition and easyCBM District Edition. The teacher edition is intended for individual teachers, while the district edition offers a full suite of assessment and reporting options designed to meet the needs of schools and districts. If you are using easyCBM District Edition, please see the District Edition User's Manual for more information.

New users of easyCBM Teacher Edition receive a one-month free trial of easyCBM Teacher Deluxe, which offers extra features—indicated below as **(Deluxe only)**. When your Deluxe trial or subscription ends, your account will revert to easyCBM Lite. Your Lite account retains access to your students and data, but with a reduced feature set. You can resubscribe to Deluxe at any time to regain access to the full suite of features.

Steps in Using easyCBM Teacher Edition

1. Log in to easyCBM.
2. Manage your account and set your benchmark testing windows.
3. Manage students and groups.
4. Assess students.
5. View reports and use data to make decisions.
6. Assign students to interventions.

See the directions below for each step.

Log in to easyCBM

To log in to your easyCBM Teacher Edition account, go to:

https://app.easycbm.com/

Enter your email address and password, then click on the **Sign In** button. If you don't remember your password, click on the 'Forgot your password?' link and follow the instructions provided.

Figure 20: easyCBM Teacher Edition Login Page

After logging in, you'll arrive at the **Dashboard**, which offers the following tabs to help you navigate the system:

Students - Manage students and groups.

Measures - Test students, enter results, assign progress monitoring forms, and download assessor and student copies of test forms.

Reports - View reports designed to help you understand student performance and identify instructional needs.

Interventions - Assign students to interventions and log changes to interventions over time.

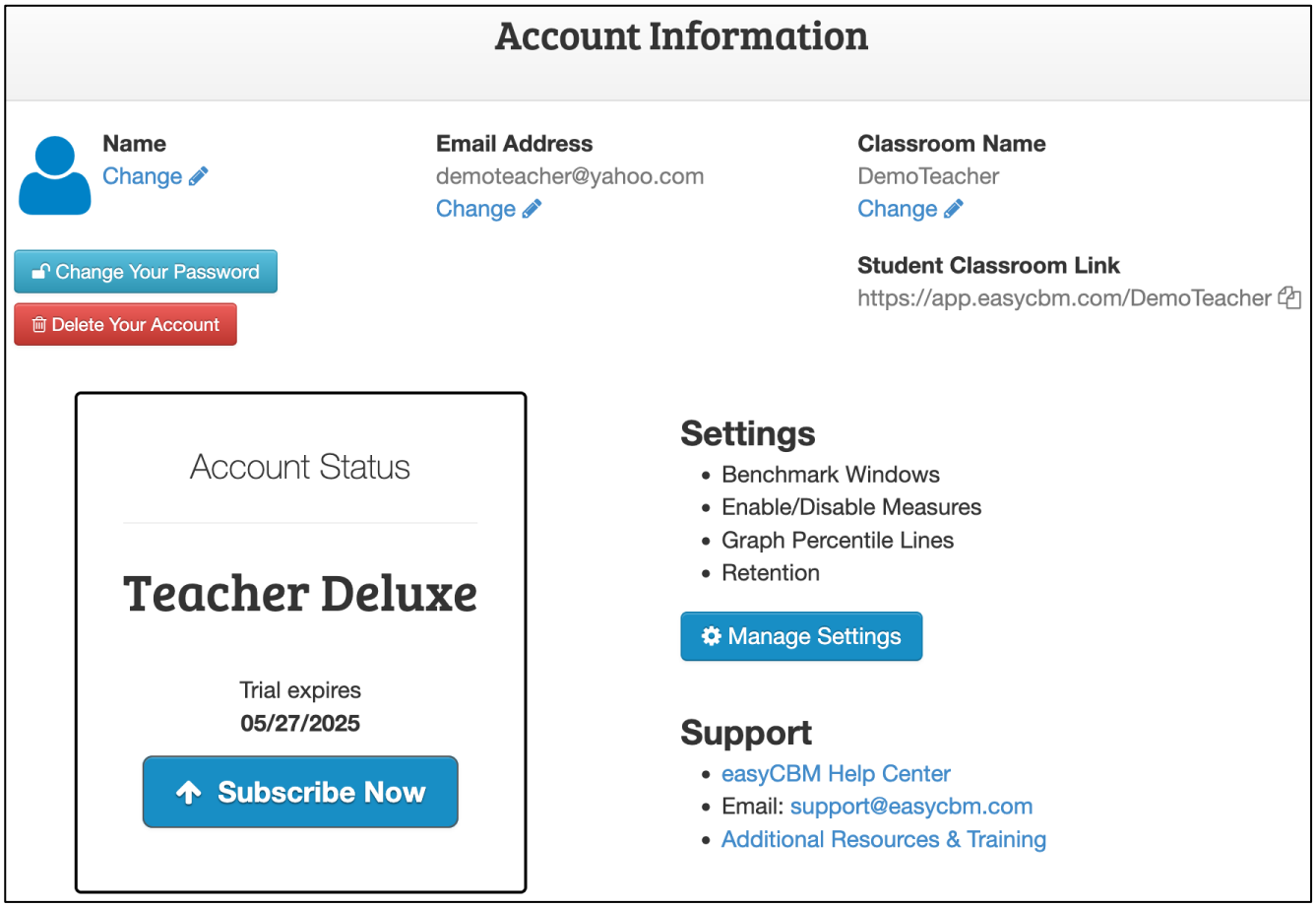
Resources - Find links to documentation, free online training, and other applications developed by the easyCBM team.

Account - Set your benchmark testing windows and manage other aspects of your account.

Manage Your Account and Set Your Benchmark Testing Windows

Click on the **Account** tab to manage your account information. From here, you can change your name, your email address, your password, and your classroom name. The classroom name is used as part of the Student Classroom Link, which is the link that students visit for online testing.

Figure 21: Account Information Page

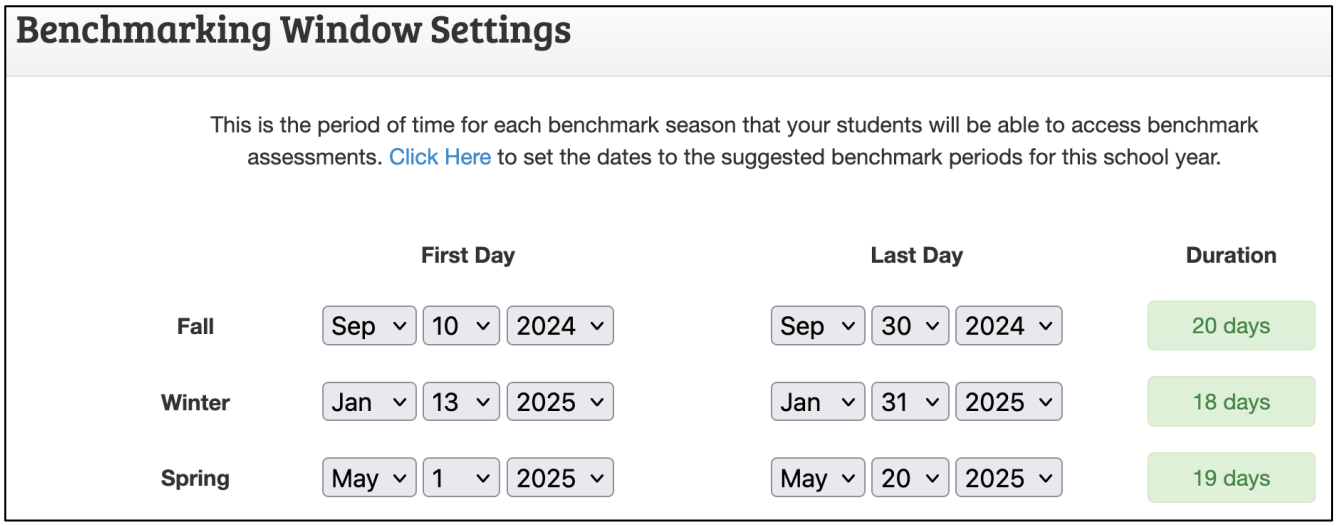


While on the **Account** page, click on the **Manage Settings** button to access additional settings as described below.

Benchmark Window Settings (Deluxe only)

This tool allows you to set the start and end dates for your benchmark testing windows. Benchmark test results can only be entered during the appropriate testing windows.

Figure 22: Benchmark Window Settings



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.

Percentile Line Thresholds

You can customize the percentile lines that appear on student graphs. These percentile line thresholds also indicate the color coding that appears on the Benchmark Scores Report for the individual measures.

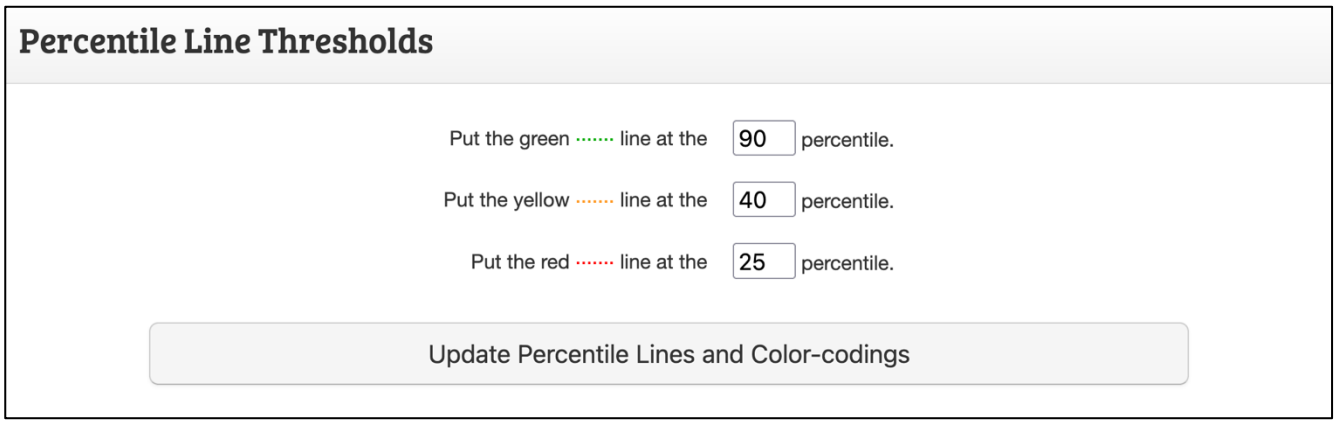
Default Percentile Line Thresholds and Ranges

Percentile Line Color on Graphs	Color-Coding on Benchmark Scores Report	Default Value	Default Range
red	red	25	25th percentile and below
yellow	yellow	40	26th to 40th percentile
grey	*	50	*
*	white	*	41st to 89th percentile
green	green	90	90th percentile and above

**Note: The grey percentile line on graphs is set to the 50th percentile to indicate typical grade-level performance. This line cannot be modified, but will be hidden if you set one of the other lines to the 50th*

percentile. There is no grey color-coding on other reports. Instead, the white color-coding represents the range between the yellow and green lines.

Figure 23: Percentile Line Thresholds



Enable Measures and Features

This tool allows you to turn on and off the following optional features:

- Basic Reading **(Deluxe only)**
- Basic Math
- Proficient Math **(Deluxe only)**
- Spanish Math **(Deluxe only)**
- Spanish Literacy **(Deluxe only)**
- Student Retention **(Deluxe only)**

Manage Students and Groups

To manage your students and groups, click on the **Students** tab in the upper left side of the screen. You will see a column on the left called "Groups" and a column on the right called "Students". The Students column indicates the number of students in your account who are currently active, as well as the maximum number of students you can have active at any one time.

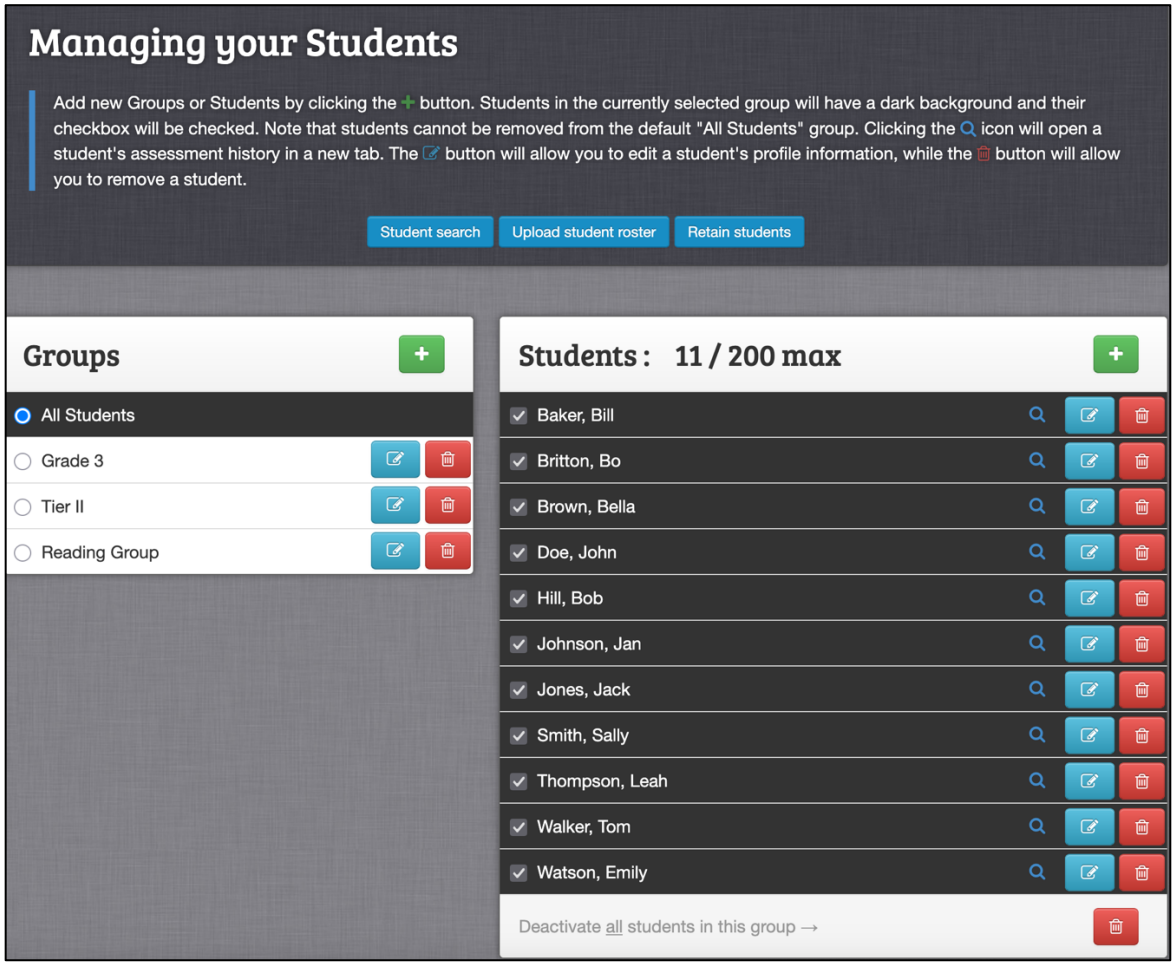
You can add students to your account either manually or by importing a student roster file. See below for step-by-step instructions.

When you are no longer teaching a student, you can deactivate their record, allowing you to stay under the maximum student limit as well as keep your list of students organized and current. If a student leaves your class, you can deactivate them manually. When you import a student roster file, it will deactivate any students who don't appear in the file. At the beginning of a new school year, importing a

student roster is an easy way to both add your new students and deactivate your old students in a single step.

When a student is deactivated, they will no longer appear on your list of students or in your reports, but their data aren't lost. If the student returns to your class, you can reactivate them by adding them again with the same Student ID.

Figure 24: Students Tab



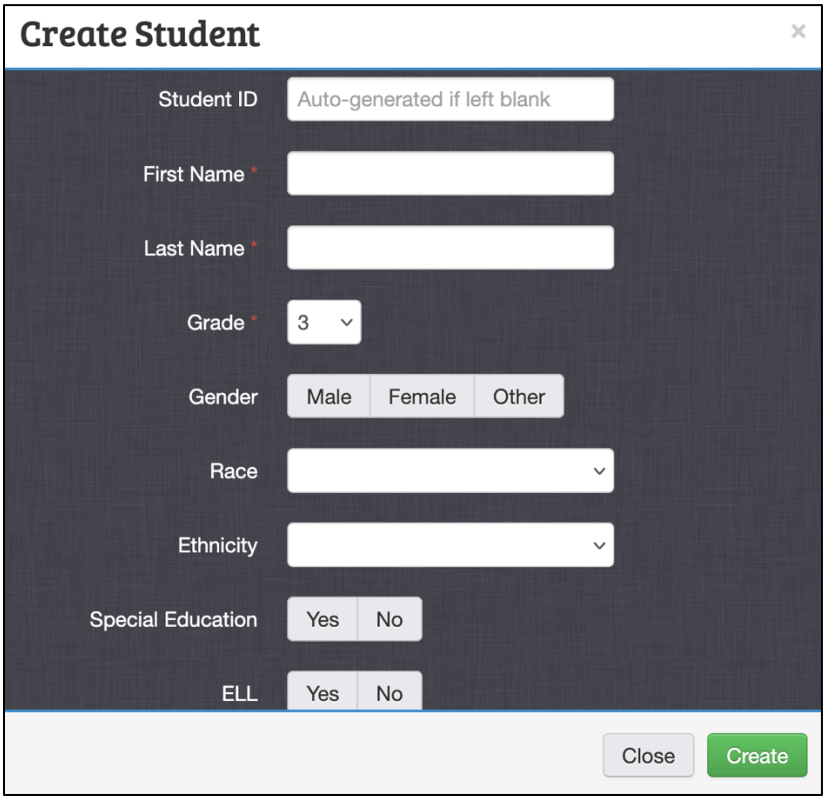
Add Students Manually

1. To add a student manually, first go to the **Students** tab.
2. From there, click on the green "+" icon at the top of the "Students" column.
3. A "Create Student" box will appear. Fill in the student's information. The student's name and grade are required, and an accurate Student ID is highly recommended, though the system will create one for you if you don't enter one. You will also have the opportunity to enter demographic information (Gender, Race, Ethnicity, Special Education Status, and ELL

Status). The demographic fields are optional. If you enter them, they will appear in the downloaded file when you export a Benchmark Scores Report.

4. When done, click the green **Create** button to save the record.

Figure 25: Adding a Student Manually



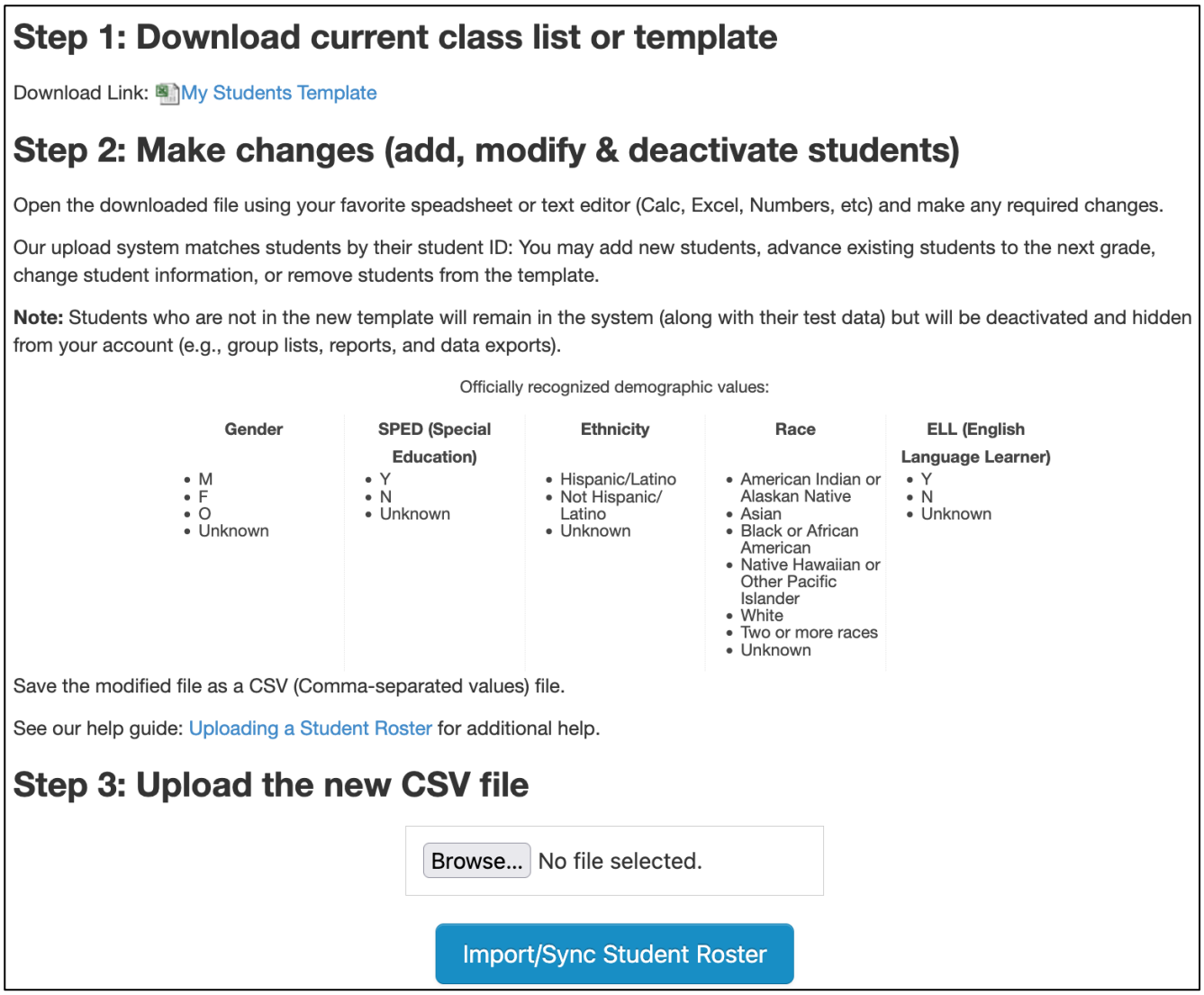
Import Student Roster (Deluxe only)

1. To import your students, first go to the **Students** tab.
2. From there, click on the blue **Upload student roster** button in the **Managing Your Students** box.
3. You will be directed to a page with instructions for preparing and uploading a student roster file.
4. Click on "My Students Template" to download a template file in CSV (comma-separated values) format. The template will include any students who are currently active in your account.
5. If you already have students in the file, check to see if their information needs to be updated. If the students are from a previous year, be sure to update their grade level and remove any students who are no longer in your class.
6. Follow the directions on the page to add new students and save the template file. The students' names, grades, and Student IDs are required. You will also have the opportunity to

enter demographic information (Gender, Race, Ethnicity, Special Education Status, and ELL Status). The demographic columns must appear in the file, but you have the option to either fill them in or leave them blank. If you enter the demographic fields, they will appear in the downloaded file when you export a Benchmark Scores Report.

7. Click on **Choose File** to select your updated copy of the template file, then click on the **Import/Sync Student Roster** button to upload it.

Figure 26: Student Roster Upload



Deactivate Students Manually

If a student leaves your class, you can deactivate them manually. Go to the **Students** tab, then click on the red **Deactivate Student** button to the right of the name of the student you wish to deactivate. You can also deactivate an entire group of students at once by selecting the group from the Groups column,

then clicking the red button at the bottom of the Students column, to the right of the line that says "Deactivate all students in this group."

Changing Students' Assigned Grades

At the beginning of a new school year, if you'll be working with the same students, be sure to update the grades to which they're assigned. Importing a student roster file will handle this automatically as long as you change the grades in the file. To change grades manually, go to the **Students** tab, then click on the blue **Edit Student** button for each student one by one. Select the new grade from the pulldown menu, then click on the blue **Update** button to save your changes.

You can use these same steps to update the assigned grade for a single student if a student changes grades in the middle of a school year.

Group Your Students

Students will automatically be placed in your "All Students" group. If you wish to create additional groups to assign test forms to specific subsets of students, you can do so by clicking on the **Students** tab, then clicking on the green "**+**" button in the "Groups" column. Students can see the group names, so choose appropriate labels.

Select a group by clicking on it and add students to that group by clicking on the box to the left of their name.

Groups can serve different purposes. Before testing, you might group students by grade to organize them. After benchmark testing, you might create and assign additional groups based on student performance, the intervention programs you intend to use, or to cluster students to have their results displayed together in a Group report. Students can be assigned to multiple groups.

Assess Students

easyCBM offers individually administered assessments for early literacy and fluency, and group-administered assessments for vocabulary, comprehension, and mathematics. For more information on conducting student online testing for the group-administered assessments, live scoring of the individually administered measures within the easyCBM system, or entering data from paper-and-pencil testing, see **Chapter 19: Assessing Students**.

View Reports and Use Data to Make Decisions

The easyCBM system offers a full suite of reports to help guide instructional decision-making. For more information, see **Chapter 20: View Reports and Use Data to Make Decisions**.

Assign Students to Interventions

easyCBM Teacher Edition allows you to enter and track intervention records for your students via both a fully featured template-based view **(Deluxe only)** and a simple view. For more information, see **Chapter 21: Assign Students to Interventions.**

Chapter 19

Assessing Students

easyCBM Teacher Edition supports both benchmark testing (Deluxe only) and progress monitoring. Measures can be administered in different ways, depending on the type of testing required. Benchmark testing is conducted on grade-level materials three times per year (Fall, Winter, and Spring), while progress monitoring can be administered more frequently to students receiving additional supports to evaluate whether they are making sufficient progress. Progress monitoring can also be administered out-of-grade for students who require monitoring on lower-level material.

easyCBM Test Administration Methods

Administration Method	Description	Measures Available	
Student online testing	Students take these measures online through the easyCBM website.	Basic Reading* Proficient Reading Vocabulary	Basic Math Proficient Math* Spanish Vocabulary*
Live scoring	Enter student responses into easyCBM as you administer the assessment to the student. This option is available for individually administered measures.	Letter Names Letter Sounds Phoneme Segmenting Word Reading Fluency Passage Reading Fluency	Spanish Syllable Sounds* Spanish Syllable Segmenting* Spanish Word Reading Fluency* Spanish Sentence Reading Fluency*
Paper-and-pencil with item-level data	Test students on paper-and-pencil, then enter student responses into easyCBM.	All measures	
Paper-and-pencil with total scores only	Test students on paper-and-pencil, then enter total scores into easyCBM.	All measures, but for benchmark testing only	

* Deluxe only

Student Online Testing

Online testing refers to students taking the tests through the easyCBM website. Student online testing is available for the following measures: Basic Reading, Proficient Reading, Vocabulary, Basic Math, Proficient Math, and Spanish Vocabulary.

You do not need to download or print any testing materials for student online testing.

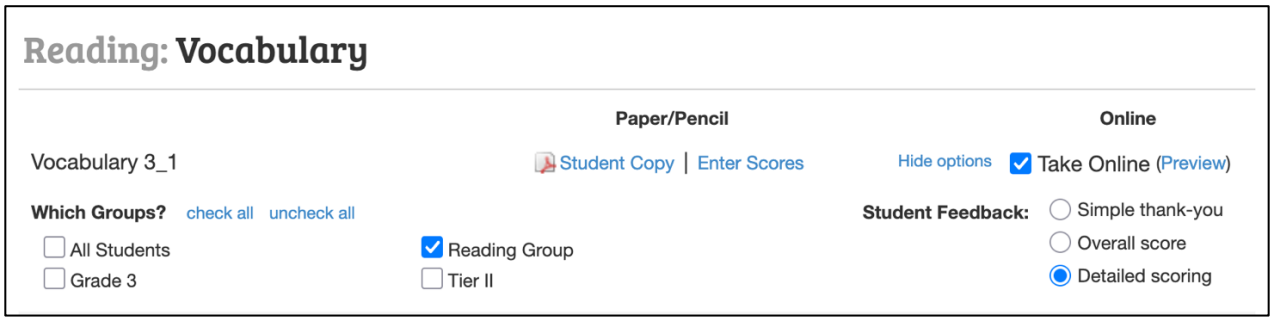
Benchmark Testing

For online benchmark testing, the current date must fall within one of the benchmark windows. During the benchmark windows, the grade-level benchmark measures will automatically appear as options for your students to select.

Progress Monitoring

For online testing for progress monitoring, you'll first have to assign the appropriate test forms to your students. You can do so by going to the **Measures** tab and clicking on **Progress Monitoring**. Find the test form you wish to assign and click on **Take Online**. From there, identify which group or groups should have that test form assigned (see figure below).

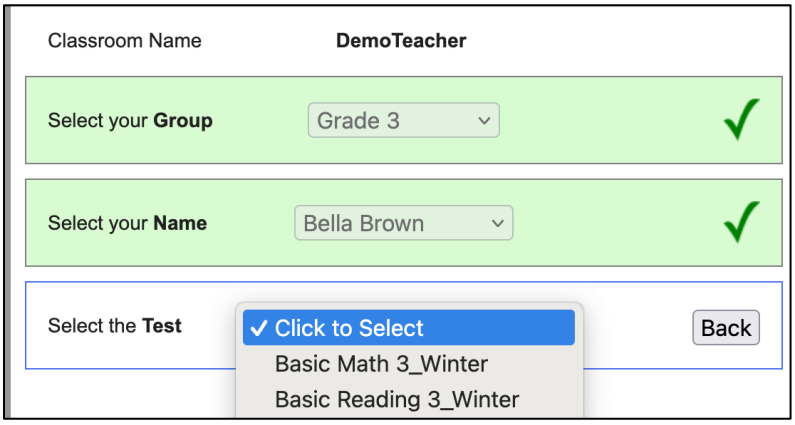
Figure 27: Assigning Online Progress Monitoring Forms to Students



When it's time to administer the online test, direct students to log in using your account URL. You can find this URL on the **Measures** tab under "Measures on easyCBM". The blue URL is at the bottom of the dark gray box and begins with https://app.easycbm.com/ followed by your classroom name.

Once the students are logged in to that page, they will be asked to select their group, their name, and the test form they're taking (see figure below).

Figure 28: Selecting Student Name and Test



Before students begin their tests, you should check that each student has selected their 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, direct them to go 'back' and select their own name.

To complete the test, students should follow the directions on the screen. If a student is unable to complete testing during one sitting, the system 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 same test again.

Live Scoring

Live scoring refers to entering item-level data (student responses) into easyCBM at the same time as you are administering the form to the student. Live scoring is available for the individually administered measures (one-on-one testing): Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, and Passage Reading Fluency. For the Spanish-language measures, live scoring is available for Syllable Sounds, Syllable Segmenting, Word Reading Fluency and Sentence Reading Fluency.

When live scoring the individually administered measures, you will need to download and print a single Student Copy of the test form for most of the measures (Letter Names, Letter Sounds, Word Reading Fluency, Passage Reading Fluency, Spanish Syllable Sounds, Spanish Word Reading, Spanish Sentence Reading). The other individually administered measures (Phoneme Segmenting and Spanish Syllable Segmenting) do not require Student Copies.

You will only need one Assessor Copy of the testing form, for the administration directions. You won't need a copy for each student because you'll be entering student responses into easyCBM rather than on the paper form.

Benchmark Testing

For live scoring while administering a benchmark form to a student, the current date must fall within one of the benchmark windows. Click on the **Measures** tab, then on **Benchmarks**, then on the appropriate season. There should be a black arrow pointing to the current testing window. Click on that season.

You will see a list of students by grade. If you have students in multiple grades, first select the grade level for which you wish to enter data. The data entry page defaults to **Total Score**, but you can change it to **Item-level Data**. When you do that, the data entry boxes will be replaced by a link to **Enter Answers**. Click on that link to view a test administration form with a stopwatch. Follow the standardized testing directions to administer the form, then save the results when you're done. Note that for Passage Reading Fluency (PRF), there is an additional option to enter just the **Total Words** and the number of errors, but if you click on **Passage Text**, you can see the full test administration form instead.

Progress Monitoring

For live scoring while administering a progress monitoring form to a student, click on the **Measures** tab, then on **Progress Monitoring**. Select the grade level of the test form you wish to administer, then scroll down to that form and click on **Enter Scores**. If you have multiple groups set up, it will ask you to select a group; otherwise, it will select all your students by default.

The next page will show a copy of the test form and a stopwatch for each student in the group you selected. Follow the standardized testing directions to administer the form, then save the results when you're done. You can test other students on the same page, or you can return to that page any time you wish.

Paper-and-Pencil with Item-Level Data

You can also test students on paper-and-pencil, then enter their responses into easyCBM. This feature is available for all measures.

You can download PDF files of student materials and assessor materials by clicking on the **Measures** tab and then selecting either **Benchmarks** or **Progress Monitoring**. Scroll down to find the test forms you wish to download.

For the timed, individually administered measures, you will need a single Student Copy of the test form plus one Assessor Copy for every student you'll be testing. Follow the standardized testing directions to administer and score the forms.

For the untimed measures, you will need a Student Copy of the test form for every student you'll be testing.

To enter item-level data (student responses) from paper-and-pencil administration, follow the same steps under **Live Scoring** above, but ignore the timer. This option is also available for measures without a timer.

Note: Unless you're entering the data on the same day you conducted the testing, you'll need to change the date at the top of the page before saving the test form. If different students were tested on different days, you'll need to change the date each time you save a student's responses. Always check the date before saving the form.

Paper-and-Pencil with Total Scores Only (Benchmark Results Only)

This option allows you to test students on paper-and-pencil and enter only total scores into easyCBM. You can use this option for all easyCBM benchmark measures, but not for progress monitoring.

You can download PDF files of student materials and assessor materials by clicking on the **Measures** tab, then selecting **Benchmarks**. Scroll down to find the test forms you wish to download.

For the timed, individually administered measures, you will need a single Student Copy of the test form plus one Assessor Copy for every student you'll be testing. Follow the standardized testing directions to administer and score the forms.

For the untimed measures, you will need a Student Copy of the test form for every student you'll be testing. Use the Answer Keys available on the **Benchmarks** section of the **Measures** tab to score the forms.

To enter total scores from benchmark testing, the current date must fall within one of the benchmark windows. After testing, return to the **Measures** tab, click on **Benchmarks**, then on the appropriate season. There should be a black arrow pointing to the current testing window. Click on that season.

You will see a list of students by grade. If you have students in multiple grades, first select the grade level for which you wish to enter data. Enter the total score for each test form, then click on **Save Scores**.

A Note Regarding Testing Dates

When entering item-level progress monitoring data, either during live scoring or after paper-and-pencil testing, be sure the date at the top of the page is set to the date on which the student was tested. For benchmark testing, that date will be set for you to the first day of the benchmark window.

For student online testing, this step is unnecessary. The system will automatically record the date on which the student took the test.

It is important to enter the dates as accurately as possible so that trends in reports and graphs are representative of students' true growth.

Chapter 20

View Reports and Use Data to Make Decisions

easyCBM Teacher Edition offers a variety of reports designed to provide useful information to guide decision-making. Benchmark reports enable users to identify specific broad constructs (fluency, vocabulary, comprehension, mathematics) in which students are either struggling or 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 (such as specific letter sounds or particular objectives within math), 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 different reports facilitate a number of instructional functions, including:

1. Identifying students at risk
2. Monitoring the effectiveness of interventions
3. Organizing students into intervention groups
4. Monitoring progress of groups or individual students
5. Charting item response data
6. Targeting aim lines for improvement
7. Monitoring the movement of students across instructional tiers

Because easyCBM is web-based, all reports are available online immediately after administration (for student online testing or live scoring) or after data entry (for paper-and-pencil administration).

easyCBM Teacher Edition reports are listed below and described in detail on the following pages:

- **Benchmark Score Reports:** A tabular report showing scores, percentile ranks, and risk levels for a group of students on a single benchmark assessment. **(Deluxe only)**
- **Group Reports:** The Group Reports present multiple options for viewing data for groups of students, including graphs, summary reports, and item analysis on individual test forms.
- **Individual Graphs:** Graphs of student performance over time on both benchmark and progress monitoring assessments by measure.
- **Benchmark History Reports:** Individual student history across multiple years. **(Deluxe only)**
- **Benchmark Performance Reports:** An overview of an individual student's benchmark performance for the current school year. **(Deluxe only)**

- **Benchmark PDF Reports:** An easy-to-read overview of a student's performance for the current school year, ideal for sharing with parents. **(Deluxe only)**
- **Risk Analysis Reports:** A breakdown of the change in students' risk levels from one benchmark assessment to the next. **(Deluxe only)**
- **Exporting Student Performance Data:** A tool to export all benchmark and progress monitoring assessment data for the selected group.
- **Exporting Student Intervention Data:** A tool to export all intervention records for your students.

Benchmark Score Reports (Deluxe only)

The Benchmark Score Report displays raw scores and percentile ranks for a single benchmark assessment (Fall, Winter, or Spring) for a group of students in the same grade. The report also includes risk ratings, which indicate students' risk levels based on percentile scores, as well as progress monitoring suggestions based on their performance on individual measures.

To view the Benchmark Score Report, click on the **Reports** tab. The Benchmark Scores Report is the default view, and from there, you can select different subjects, seasons, and grades.

You can sort the report by individual column in either ascending or descending order by clicking on the column header (e.g., 'Risk'). You can also compare scores on a single measure across all three benchmark seasons (Fall, Winter, and Spring) by clicking on the **Compare** link for that measure (e.g., 'Compare PRF').

Click on the **Export CSV** link to download a .csv (comma-separated values) file matching the current selections you've made for the report. CSV files can be easily imported into Excel or other spreadsheet software.

Figure 29: Sample Benchmark Score Report

Students Create Groups Compare PRF Compare VOCAB Compare PROF RDG Export CSV

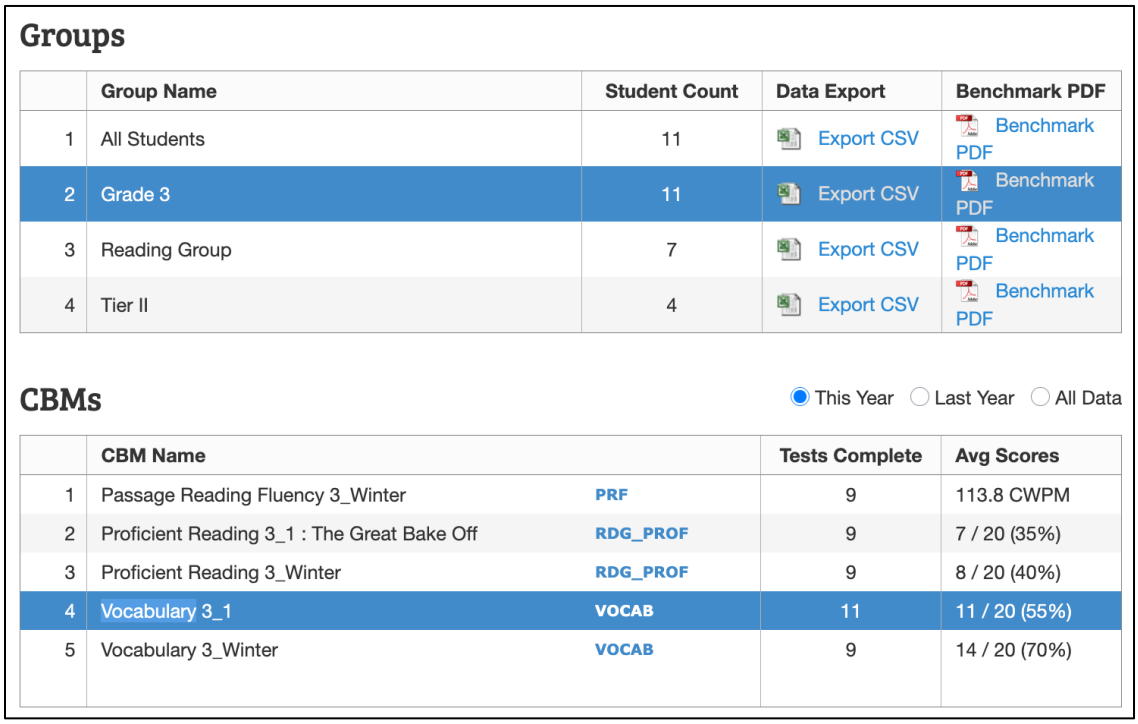
	Student Name	PRF	VOCAB	PROF RDG	Risk	Suggested Progress Monitoring
1	Baker, Bill	84th 125	58th 16	98th 17	Low	
2	Brown, Bella	25th 58	33rd 13	11th 5	High	Every 2 weeks with **Passage Reading Fuency**
3	Doe, John	62nd 95	29th 12	11th 5	Some	Monthly with **Vocabulary**
4	Hill, Bob	41st 75	48th 15	33rd 8	Low	

Group Reports

You can create an unlimited number of groups and assign students to different groups as needed. Students can be assigned to more than one group. You can then select which groups to include in the reports.

Access Group Reports by going to the **Reports** tab, selecting the **Groups** page, and clicking on the name of the group you wish to examine. You will then see a table indicating which test forms have been administered to that group, the number of students in that group who have received each test form, and their average score on that form. If student data are collected over multiple school years, you may select which data (last year, this year, or all years) are included. The following figure shows a sample Group Report.

Figure 30: Sample Group Report



Groups

	Group Name	Student Count	Data Export	Benchmark PDF
1	All Students	11	Export CSV	Benchmark PDF
2	Grade 3	11	Export CSV	Benchmark PDF
3	Reading Group	7	Export CSV	Benchmark PDF
4	Tier II	4	Export CSV	Benchmark PDF

CBMs

This Year | Last Year | All Data

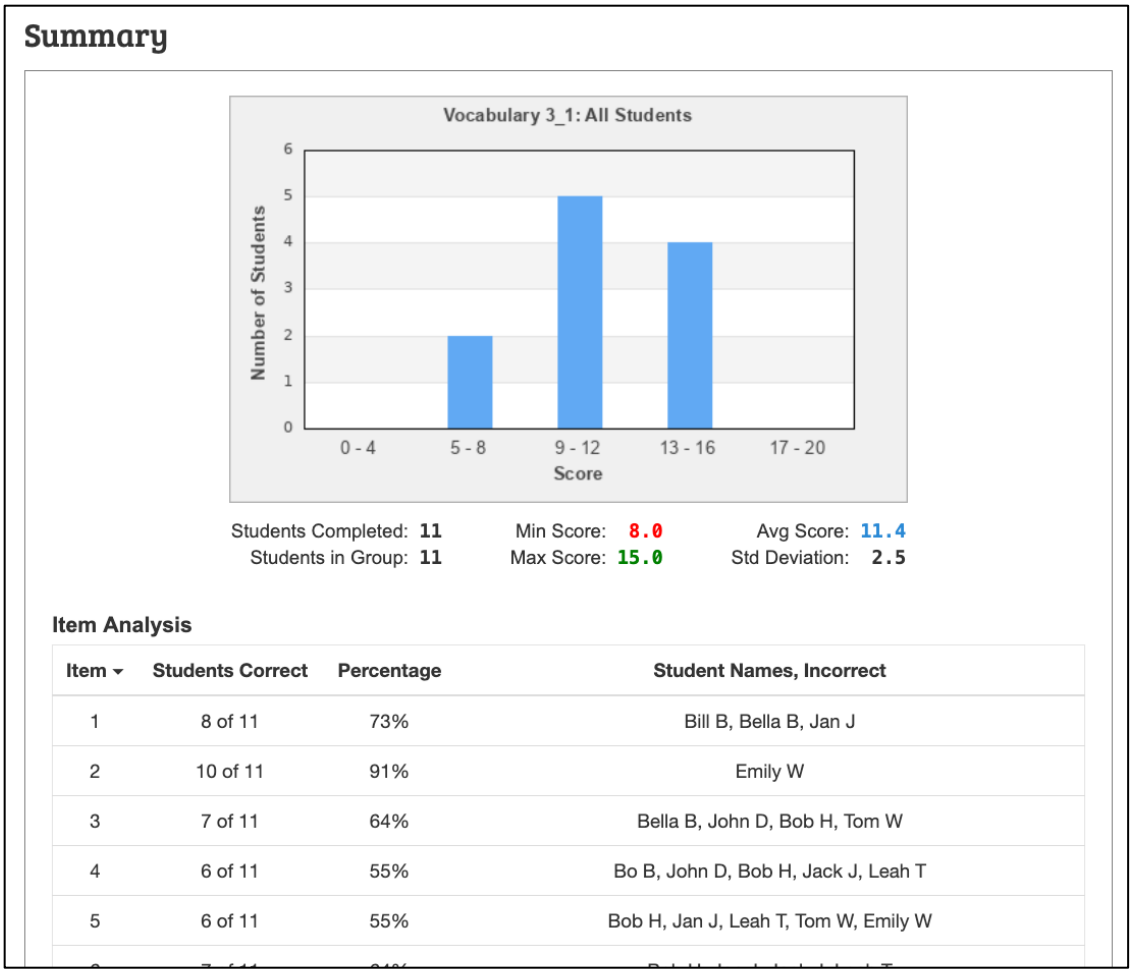
	CBM Name		Tests Complete	Avg Scores
1	Passage Reading Fluency 3_Winter	PRF	9	113.8 CWPM
2	Proficient Reading 3_1 : The Great Bake Off	RDG_PROF	9	7 / 20 (35%)
3	Proficient Reading 3_Winter	RDG_PROF	9	8 / 20 (40%)
4	Vocabulary 3_1	VOCAB	11	11 / 20 (55%)
5	Vocabulary 3_Winter	VOCAB	9	14 / 20 (70%)

Click on a specific test form and then scroll down the page to view a Group Summary Report with a graphical breakdown of group and student performance.

The bar graph displayed in the Group Summary Report provides information regarding the heterogeneity of student performance on a specific test form. 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.

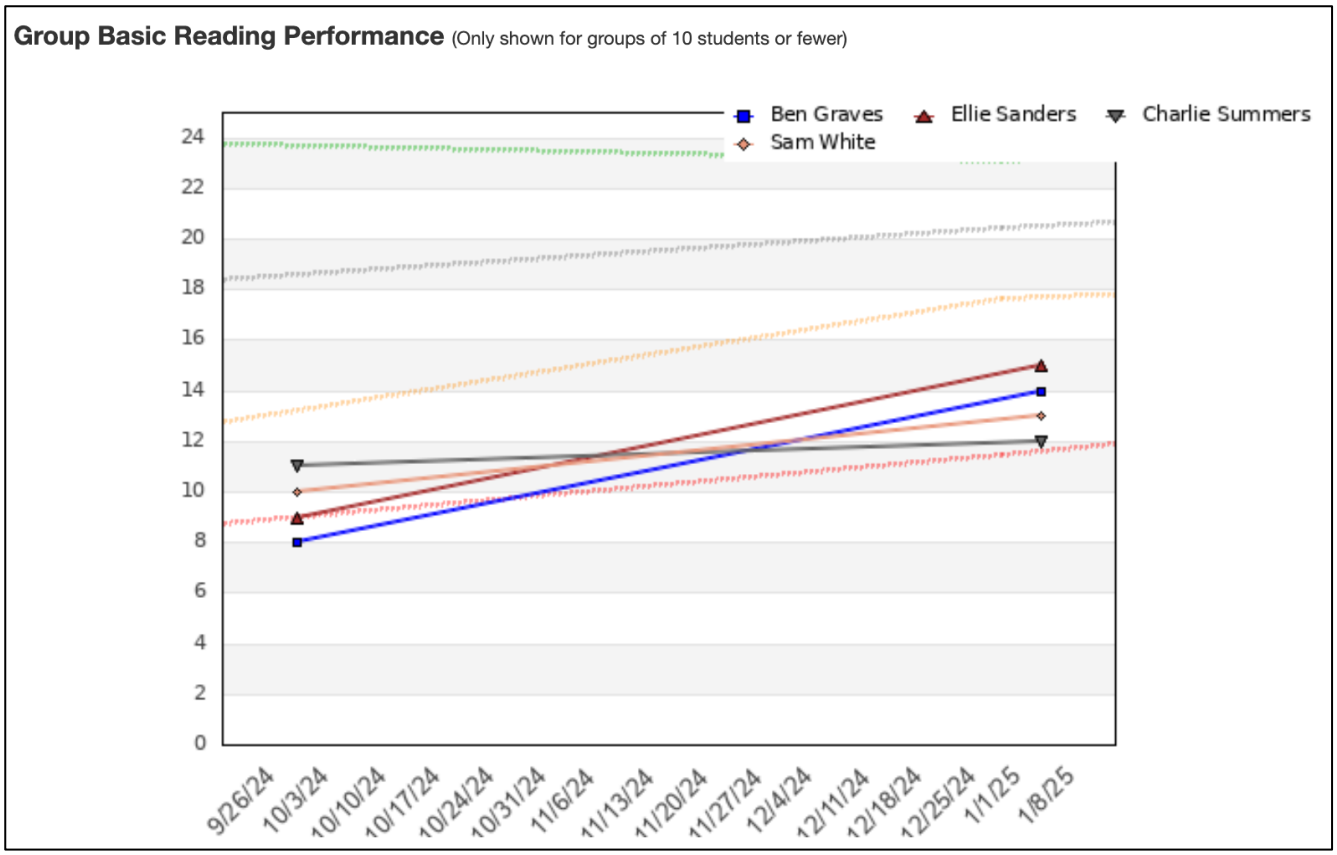
If a small number of students score significantly lower (or higher) than their peers, you may need to investigate opportunities to differentiate instruction to better meet their specific skill-based needs. These reports are intended to assist with grouping for instructional interventions (Figure 31).

Figure 31: Group Summary Report



For groups of ten or fewer students, you will also see a Group Line Graph that examines student growth on a specific measure over time (e.g., Basic Reading; see Figure 32), with the date of administration plotted along the x-axis and the student scores on the y-axis. You can use this information to examine the group's response to an intervention and determine the effectiveness of the support they are receiving. If all students are demonstrating improvement, you might 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.

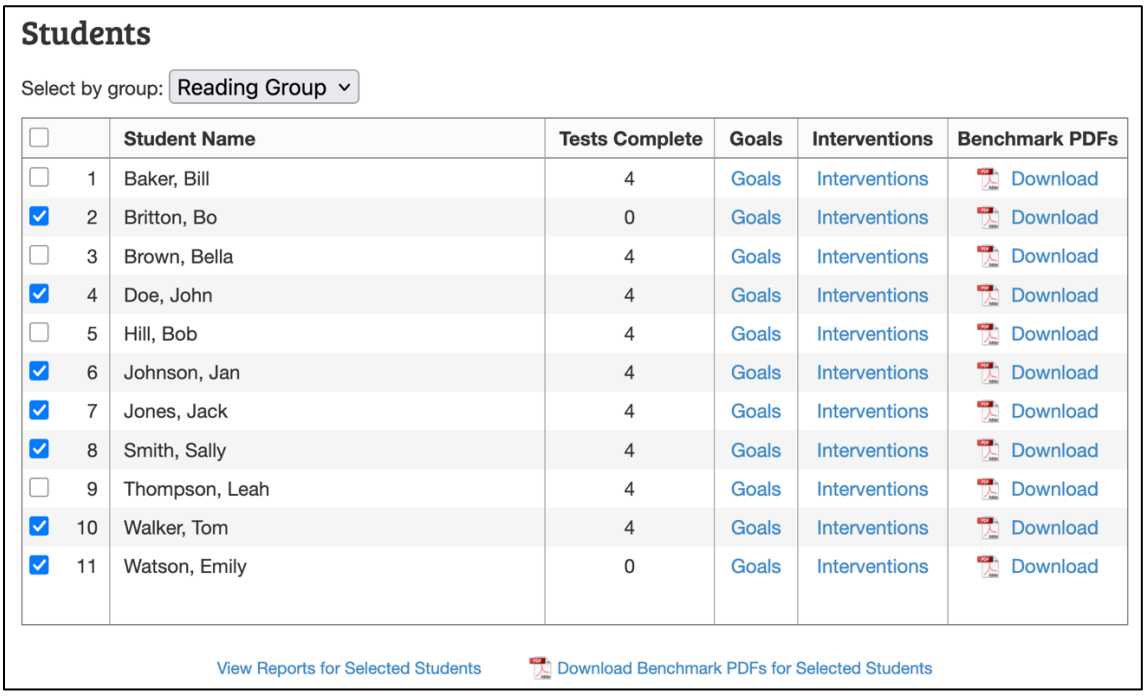
Figure 32: Group Line Graph



Individual Graphs

The Individual Graphs report provides line graphs that track the student's scores over time for each measure on which that student has been tested. These graphs also include lines that roughly correspond to the percentile rank risk levels you set in your account to aid in interpretation of student performance. To access the Individual Graphs, go to the **Reports** tab and click on the **Individuals** page. You will see a table listing your students and the number of tests they've completed.

Figure 33: Individual Reports Page



Students

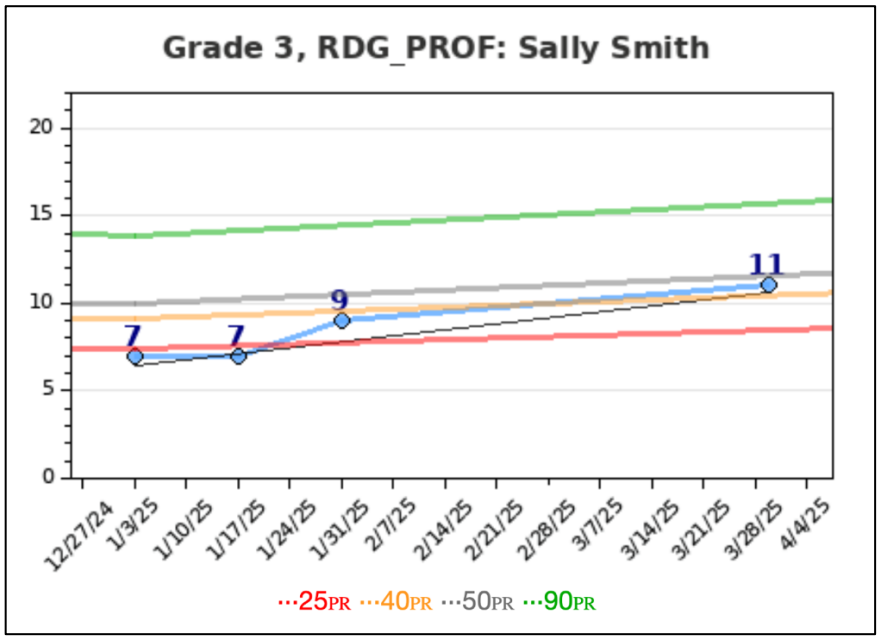
Select by group: Reading Group

		Student Name	Tests Complete	Goals	Interventions	Benchmark PDFs
☐	1	Baker, Bill	4	Goals	Interventions	Download
☑	2	Britton, Bo	0	Goals	Interventions	Download
☐	3	Brown, Bella	4	Goals	Interventions	Download
☑	4	Doe, John	4	Goals	Interventions	Download
☐	5	Hill, Bob	4	Goals	Interventions	Download
☑	6	Johnson, Jan	4	Goals	Interventions	Download
☑	7	Jones, Jack	4	Goals	Interventions	Download
☑	8	Smith, Sally	4	Goals	Interventions	Download
☐	9	Thompson, Leah	4	Goals	Interventions	Download
☑	10	Walker, Tom	4	Goals	Interventions	Download
☑	11	Watson, Emily	0	Goals	Interventions	Download

View Reports for Selected Students Download Benchmark PDFs for Selected Students

Click on the name of the student whose graphs you wish to view. You have the option to limit the results to just the current year or previous year if desired.

Figure 34: Individual Graph

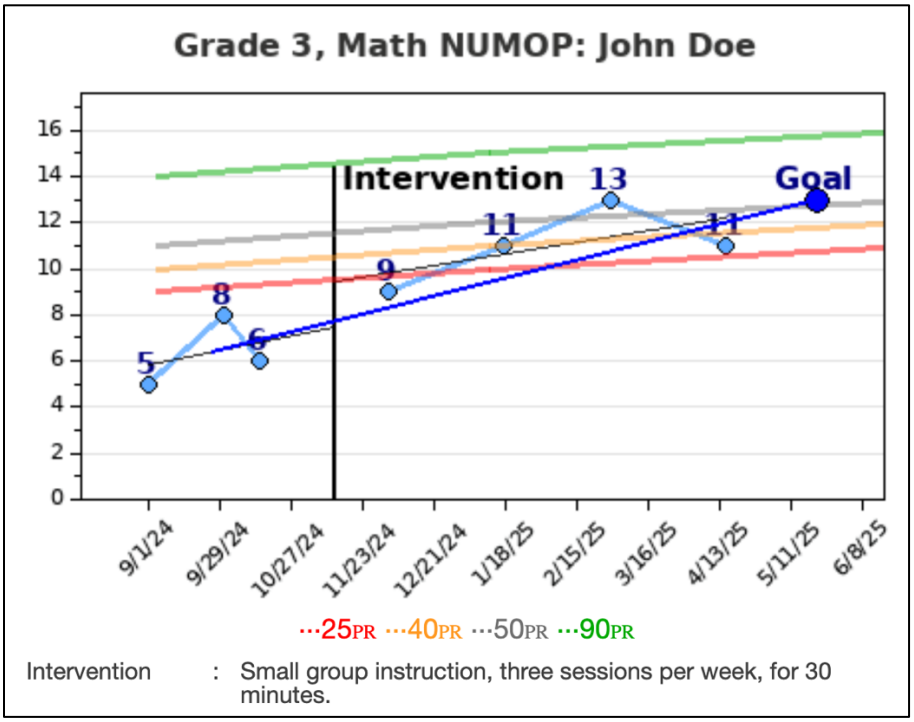


You can customize the information that appears on the Individual Graphs by entering goals or intervention information, which can be helpful when sharing data regarding a student's response to intervention at parent conferences and IEP reviews.

To enter intervention information for a student, go to the Interventions tab to select between the **Template Interventions View** and the **Simple Interventions View** (see **Chapter 21: Assign Students to Interventions** for more information). If you're already on the Individuals page, there's a shortcut to the Simple Interventions View by clicking on the **Interventions** link for that student.

If a student has three or more data points entered on the graph, a black trend line will be shown. When a student is assigned to an intervention, or if their intervention changes during the year, a vertical black line will be displayed at the date the intervention began. If a student's intervention has changed, the previous black trend line will end, and a new trend line will be displayed once they have three more data points after the change line.

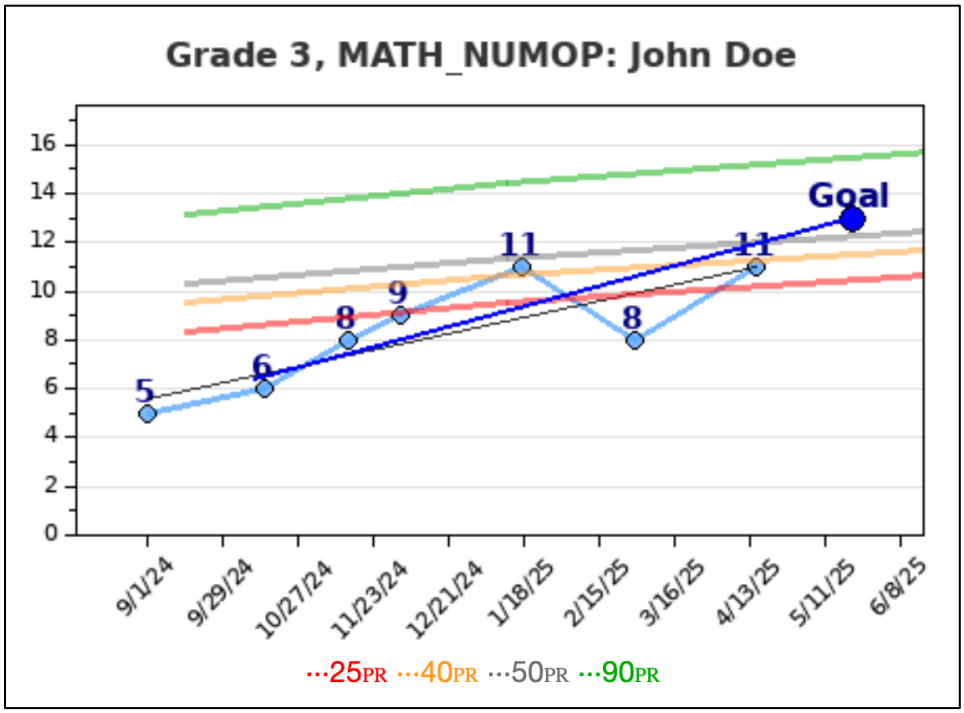
Figure 35: Individual Graph with Interventions and Trend Lines



To enter goals for a student, go to the **Reports** tab, click on the **Individuals** page, and then click on the **Goals** link for that student. You'll be asked to enter the measure, the date for the goal, the score for the goal, and a description. Note that goals should be entered based on the raw scale of the measure (e.g., correct words read per minute), not on percentile ranks. You can use the percentile rank lookup table to help you decide which raw score would be appropriate for the goal you're setting.

Once the student has been tested three times on the measure, an aim line will appear on the student's individual graph, starting with the median of the first three scores and ending with the goal that has been set.

Figure 36: Individual Graph with Goal and Aim Line

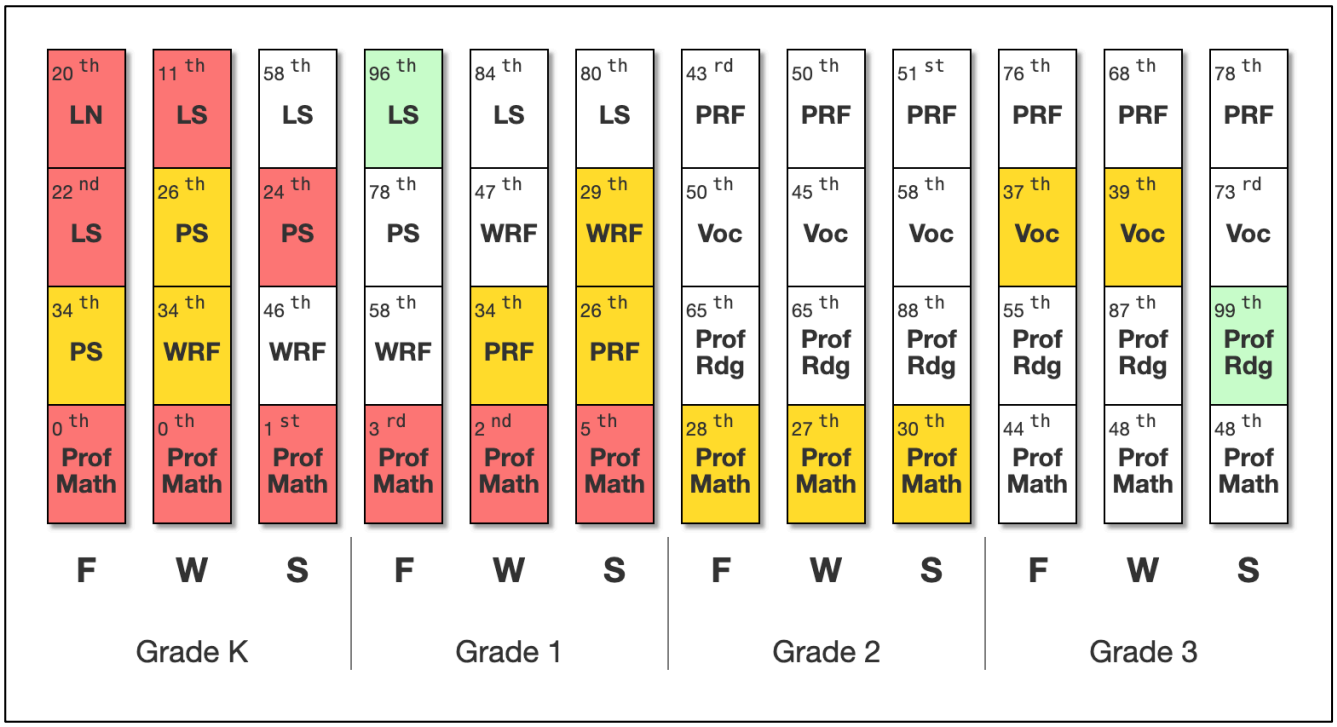


If you wish to view the Individual Graphs for multiple students at once, select the students by either clicking on the checkboxes in the student list or by choosing a specific group in the 'Select by group:' pulldown menu, then click on **View Reports for Selected Students** at the bottom of the page.

Benchmark History Reports (Deluxe only)

The Benchmark History Report provides a graphical presentation of an individual student's benchmark assessment results and risk levels across multiple years. To access the Benchmark History Report, go to the **Reports** tab, click on the **Individuals** page, select the student you want, then click on the **Benchmark History** button.

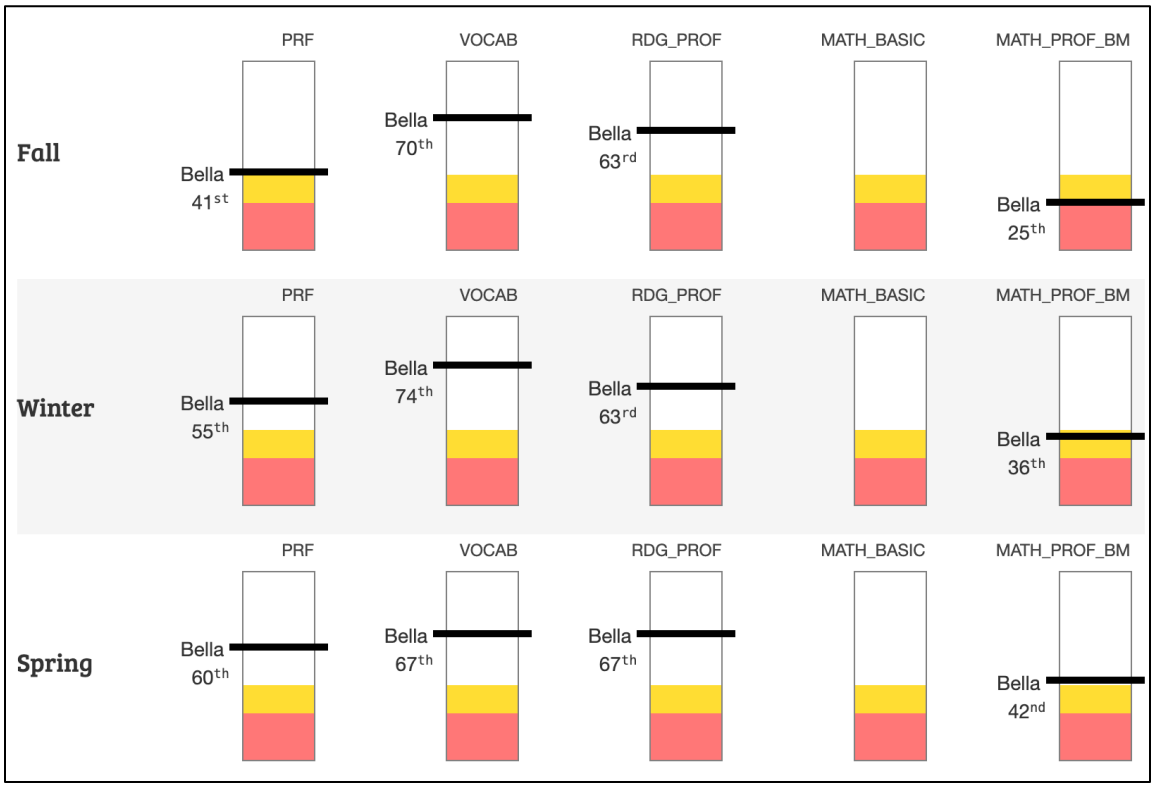
Figure 37: Multi-Year Benchmark History Report for Individual Students



Benchmark Performance Reports (Deluxe only)

The Benchmark Performance Report provides an overview of a student's benchmark assessment risk levels for the current school year. To access the Benchmark Performance Report, go to the **Reports** tab, click on the **Individuals** page, select the student you want, then click on the **Benchmark Performance** button.

Figure 38: Benchmark Performance Report for Individual Students



Benchmark PDF Reports (Deluxe only)

The Benchmark PDF Report provides an easy-to-read overview of a student's performance for the current school year, including a table with benchmark scores, percentiles, and risk levels, as well as graphs displaying both benchmark and progress monitoring results over time. This report is a good option for sharing with parents.

To download the Benchmark PDF Report for a student, go to the **Reports** tab, click on the **Individuals** page, and click the **Download** link in the Benchmark PDFs column. To download the Benchmark PDFs for multiple students at once, select the students by either clicking on the checkboxes in the student list or by choosing a specific group in the 'Select by group:' pulldown menu, then click on **Download Benchmark PDFs for Selected Students** at the bottom of the page.

Figure 39: Benchmark PDF Report

easyCBM
Progress made easy for RTI.

Student Benchmark Report : As of September 8th, 2025

Student	Smith, Sally
Teacher	Teacher, Sample
Studentid	2
Grade	3

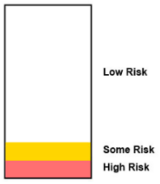
Letter Names : LN
Focus on identification skills: letters

Letter Sounds : LS
This is a 60-second test in which the student says variety of letter sounds and digraphs by sight.

Phoneme Segmenting : PS
Focus on blend transfer skills: sounds --> blends

Word Reading Fluency : WRF
This is a 60-second timed test in which the student reads a variety of grade appropriate words.

Legend/Key: District Risk Settings



Passage Reading Fluency : PRF
This is a 60-second timed test in which the student reads a short fictional story

Vocab : VOCAB
Focus on building understanding: increasing lexicon

Proficient Reading
Focus on meaning transfer skills: passage fluency --> deeper comprehension

Basic Reading
Focus on meaning transfer skills: passage fluency --> literal comprehension

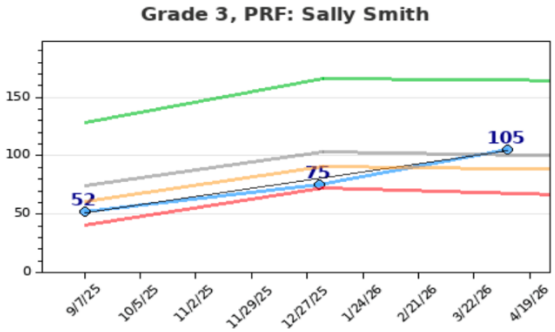
Basic Math
Focus on building basic understanding and fluency with numbers and math facts/concepts

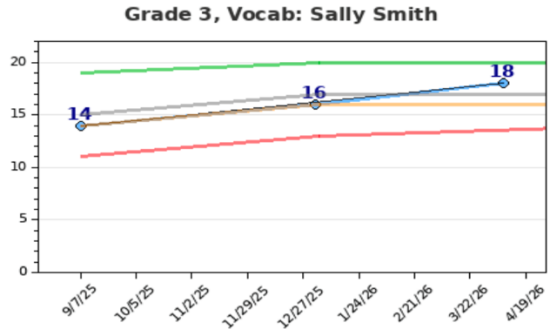
Proficient Math
Focus on building deeper mathematical understanding

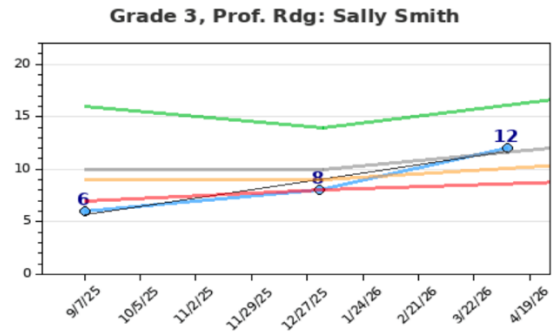
Percentile Rank
The percentage of scores that are equal to or less than a given score. Percentile ranks, like percentages, fall on a continuum from 0 to 100. For example, a test score that is greater than or equal to 75% of the scores of people taking the test is at the 75th percentile rank.

Reading Assessments

	Fall		Winter		Spring	
	score	**% ile**	**score**	**% ile**	**score**	**% ile**
PRF	52	31	75	27	105	53
Vocab	14	43	16	49	18	73
Prof. Rdg	6	20	8	33	12	48
Risk	Some		Some		Low	





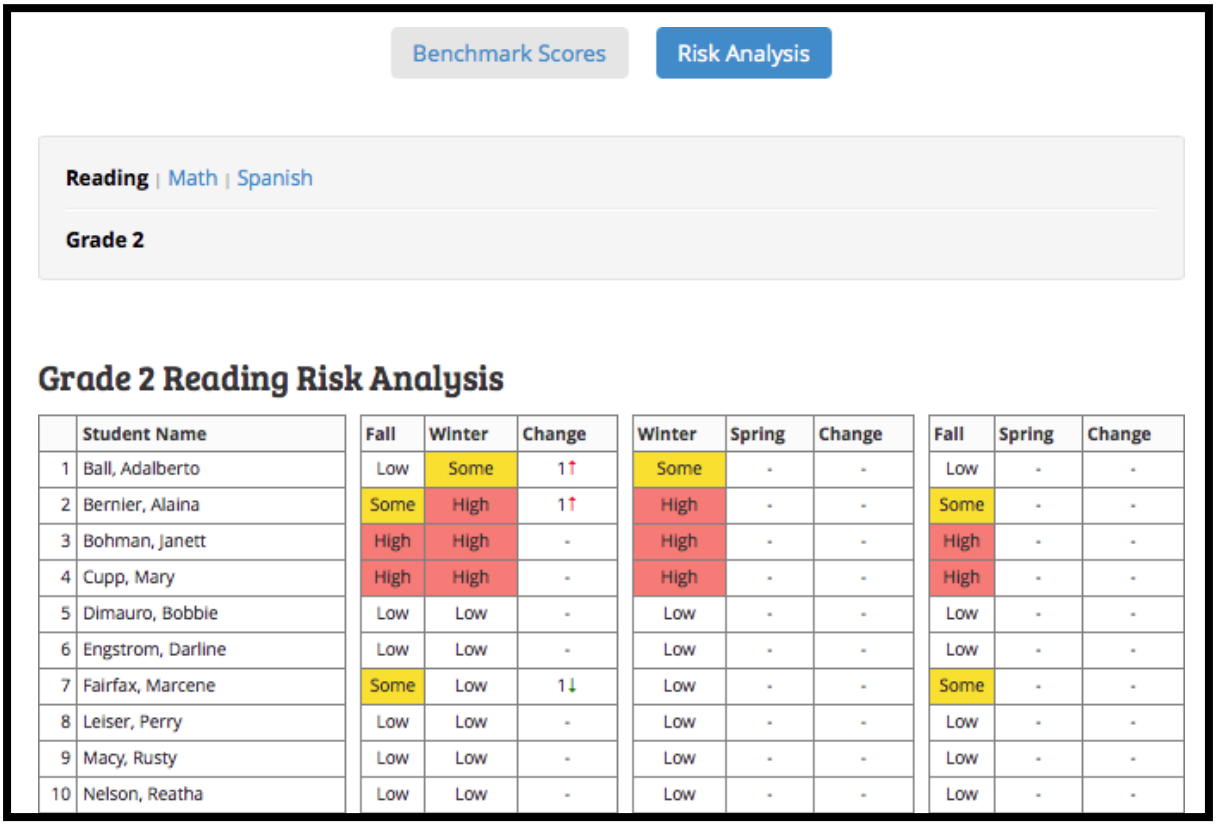


Risk Analysis Reports (Deluxe only)

The Risk Analysis indicates how student risk levels changed from one benchmark assessment to another (Fall to Winter, Winter to Spring, and Fall to Spring). This provides a simple view of how effective both your core instruction and intervention strategies are at improving or maintaining student performance.

To view the Risk Analysis, go to the **Reports** tab and click on the **Risk Analysis** button.

Figure 40: Risk Analysis Report



	Student Name	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
1	Ball, Adalberto	Low	Some	1↑	Some	-	-	Low	-	-
2	Bernier, Alaina	Some	High	1↑	High	-	-	Some	-	-
3	Bohman, Janett	High	High	-	High	-	-	High	-	-
4	Cupp, Mary	High	High	-	High	-	-	High	-	-
5	Dimauro, Bobbie	Low	Low	-	Low	-	-	Low	-	-
6	Engstrom, Darline	Low	Low	-	Low	-	-	Low	-	-
7	Fairfax, Marcene	Some	Low	1↓	Low	-	-	Some	-	-
8	Leiser, Perry	Low	Low	-	Low	-	-	Low	-	-
9	Macy, Rusty	Low	Low	-	Low	-	-	Low	-	-
10	Nelson, Reatha	Low	Low	-	Low	-	-	Low	-	-

Exporting Student Performance Data

You can export assessment data for specific groups of students by going to the **Reports** tab, selecting the **Groups** page, and clicking on the **Export CSV** link for the group in question. That link will download the data into a comma-separated values (.csv) file, which can be opened in Excel or other spreadsheet programs.

Exporting Student Intervention Data

To export intervention records for your students, go to the **Interventions** tab and click on the **Export as CSV** button. That link will download the data into a comma-separated values (.csv) file, which can be opened in Excel or other spreadsheet programs.

Chapter 21

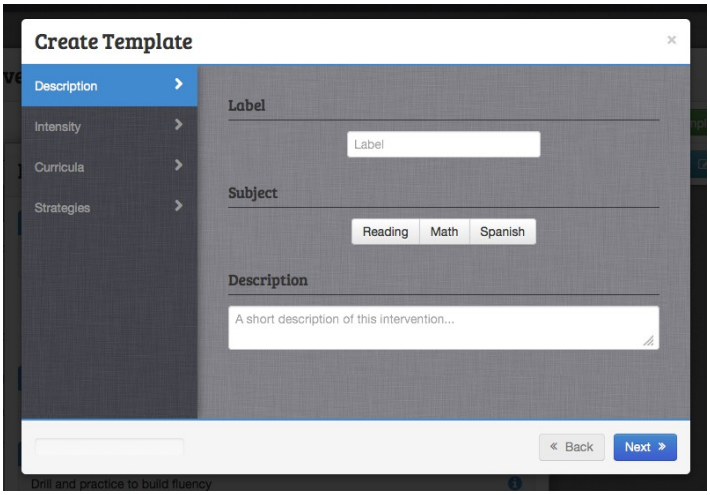
Assign Students to Interventions

Use the **Interventions** tab to assign specific instructional interventions to students and to track changes in interventions over time. easyCBM Teacher Edition offers two ways of logging intervention information, a Template View (Deluxe only) and a Simple View. The Template Interventions View allows you to create reusable intervention templates that include curriculum, frequency, duration, and strategies, and then assign those templates to individual students or groups. The Simple Interventions View offers a quick way to assign one-off interventions that don't require reusable templates.

Template Interventions View (Deluxe only)

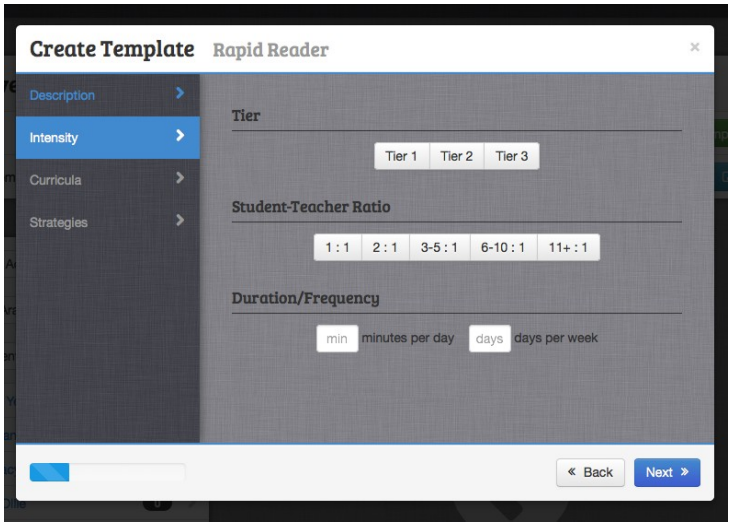
If no templates exist, begin by creating a template. Click on the **Create Template** button to open a new window where you can provide information about the intervention. On the first screen, enter a short but descriptive label (this will appear on student Individual Graphs), select the subject area (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 41: Creating an Intervention Template, Screen 1



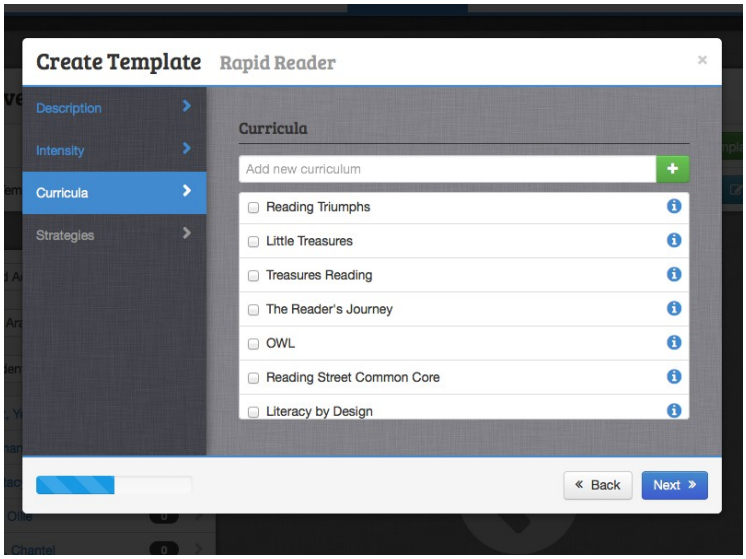
On the second screen, enter which tier the intervention falls within, select the student-teacher ratio, and indicate the duration and frequency with which the intervention is being provided.

Figure 42: Creating an Intervention Template, Screen 2



On the third screen, select the curriculum being provided. The list of available curricula depends on the subject you chose on the first screen. Hover over the icon (or tap, on mobile devices) to display information about each of the listed curricula, including publisher and grade range recommended by the publisher. If the curriculum you're using is not on the list, enter the name of your curriculum into the 'Add new curriculum' text box and click on the green "**+**" button to add a custom curriculum to the list of options.

Figure 43: Creating an Intervention Template, Screen 3

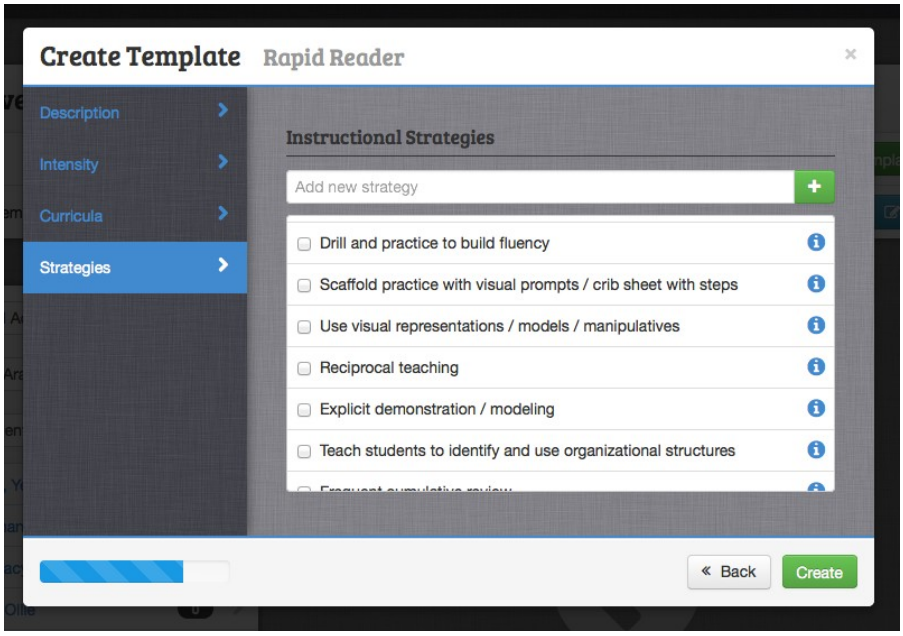


On the fourth screen, select the instructional strategies to be provided. The list of strategies comes from the What Works Clearinghouse's analysis of instructional strategies with scientific evidence of effectiveness. Unlike the curricula, strategies are intended to be equally applicable across different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

Hover over the ⓘ icon (or tap, on mobile devices) to display information about each of the listed strategies, including a brief description of what the strategy involves as well as information about the evidence of effectiveness as reported by the What Works Clearinghouse.

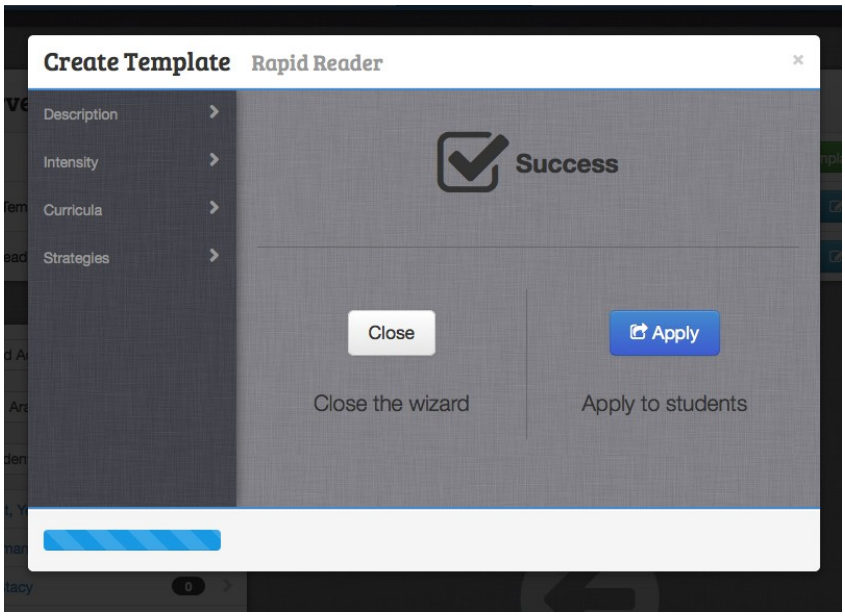
If the strategy to be used is not on the list, enter the name of the strategy into the 'Add new strategy' text box and click on the green "**+**" button to add a custom strategy to the list of options.

Figure 44: Creating an Intervention Template, Screen 4



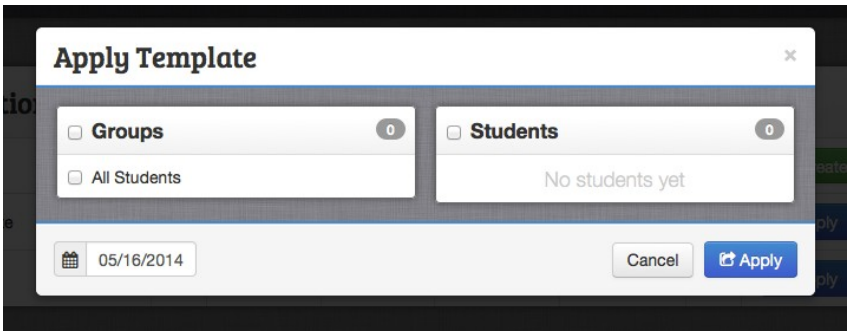
Click on the green **Create** button to finish creating the template. You will be presented with the option to **Close** the wizard or **Apply** the template to groups or individual students.

Figure 45: Creating an Intervention Template, Screen 5



Click on the **Apply** button to assign the intervention to individual students or groups and indicate the date (lower left corner of the screen) on which the intervention will begin (it automatically defaults to the current day).

Figure 46: Creating an Intervention Template, Screen 6

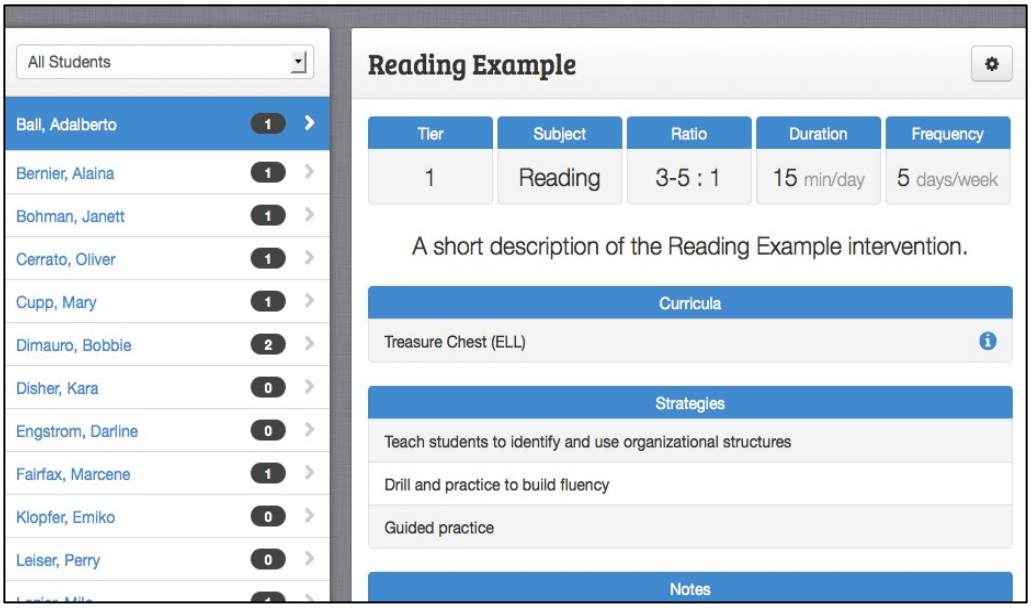


To see a log of the interventions assigned to a student, go to the **Interventions** tab and click on the student's name from the list on the left. That will show a list of all intervention records for that student. Active interventions will appear first, with the most recently added at the top of the page. Inactive interventions—those that were previously assigned but that the student is no longer receiving—will appear at the bottom of the list, with a line through the name of the intervention.

To edit, delete, 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. You can use the same process to apply an

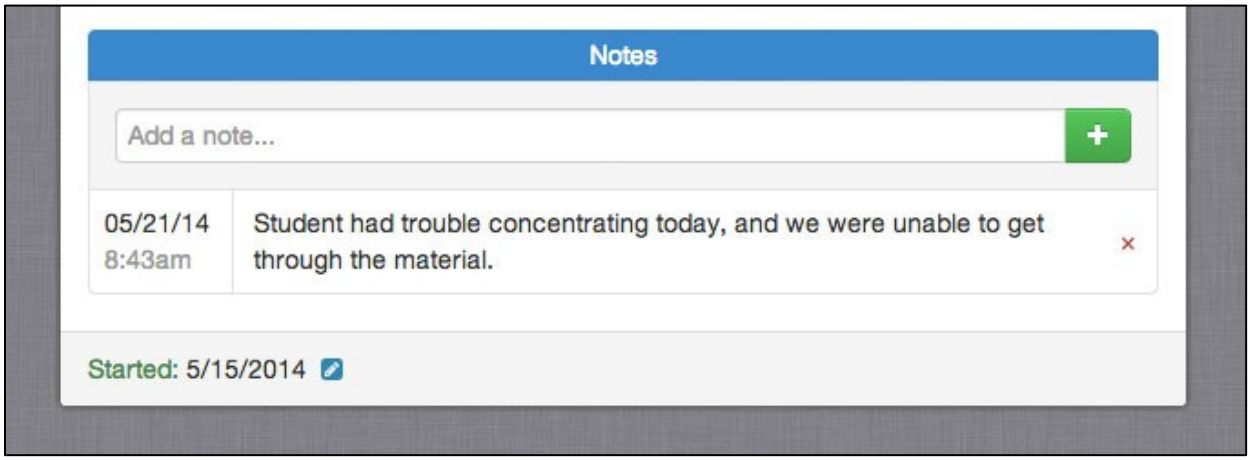
intervention again after it has previously been deactivated. Simply click the gear button and select 'Apply Intervention' from the dropdown menu.

Figure 47: Log of the Interventions Assigned to a Student



For active interventions assigned to a student, you can also add notes to track intervention progress. The Notes section can be found at the bottom of each intervention. To add a note to an intervention, enter the note into the 'Add a note' text box and click the green "**+**" button or press the Enter key. To delete an existing note, click on the red "**x**" to the right of the note.

Figure 48: Intervention Notes



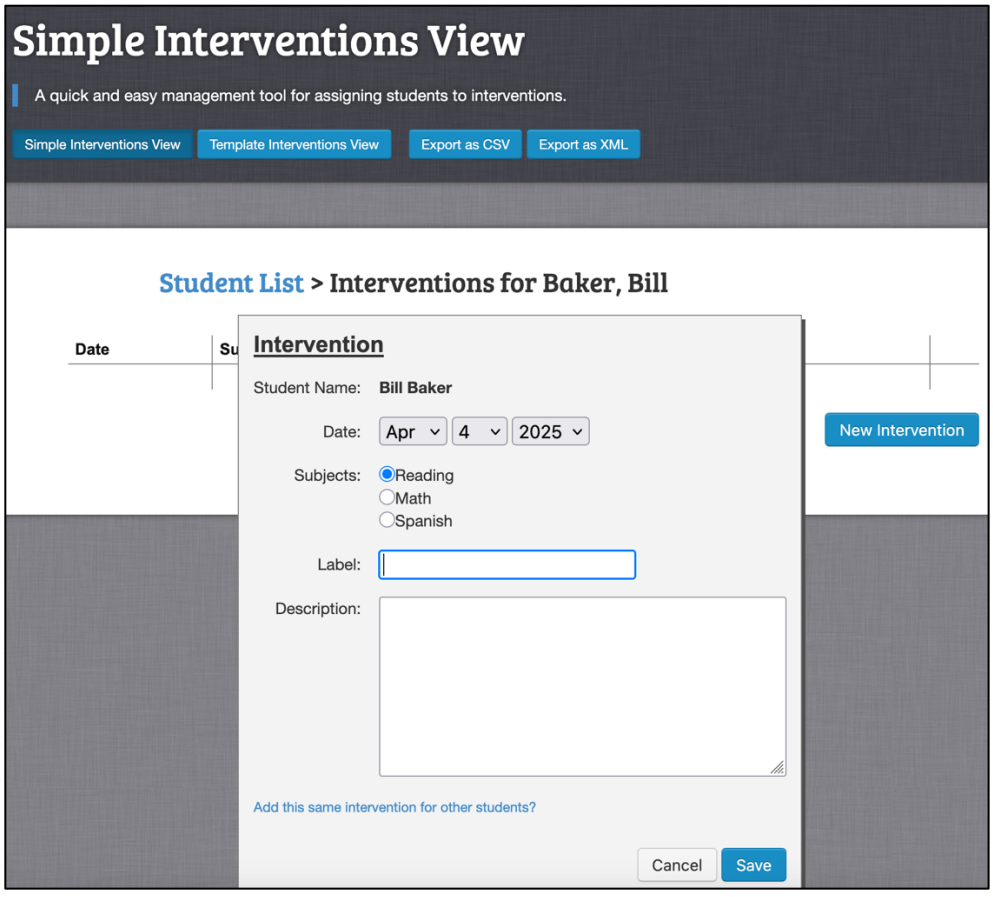
Simple Interventions View

The Simple Interventions View provides a list of your students. To see a list of intervention records for a specific student, click the **Interventions** link for that student.

On the interventions list for a student, you can edit or delete existing records, or you can add a new record by clicking on the **New Intervention** button.

In the new window that opens, you will enter the date on which the intervention begins, the subject to which it applies (Reading, Math, or Spanish), a label for the intervention, and a description. You can assign this same intervention to other students by clicking on the 'Add this same intervention for other students?' link. When done, click on the **Save** button.

Figure 49: Adding a New Intervention via the Simple View



Intervention records added through the Simple Intervention View will appear in the Template Intervention View but won't have the extra information you can enter through that feature.

Appendix A

Progress Monitoring Suggestions

The progress monitoring suggestions on the Benchmark Scores Report **(Deluxe only)** offer an easy starting point to help decide where to focus instruction and which measure or measures to use when monitoring a student. You should always supplement this information with your own professional judgment and knowledge of the student's skills, particularly for students who require monitoring on lower-level material (see **Chapter 2: easyCBM Measures** for more information).

The decision points for the progress monitoring suggestions use percentile ranks aligned with best practices for improving student performance. These may differ from the percentile ranks your district is using for other reports.

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Reading: Fall of Kindergarten

LN	LS	PS	Monitoring Suggestion
low	low	low	LS, PS
medium	low	low	LS, PS
high	low	low	LS, PS
low	medium	low	PS
medium	medium	low	PS
high	medium	low	PS
low	high	low	-
medium	high	low	-
high	high	low	-
low	low	medium	LS, PS
medium	low	medium	LS, PS
high	low	medium	LS, PS
low	medium	medium	PS
medium	medium	medium	PS
high	medium	medium	PS
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	LS
medium	low	high	LS
high	low	high	LS
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Reading: Winter and Spring of Kindergarten, Fall of Grade 1

LS	PS	WRF	Monitoring Suggestion
low	low	low	LS, PS
medium	low	low	PS
high	low	low	PS
low	medium	low	LS
medium	medium	low	WRF
high	medium	low	WRF
low	high	low	LS
medium	high	low	WRF
high	high	low	WRF
low	low	medium	-
medium	low	medium	-
high	low	medium	-
low	medium	medium	-
medium	medium	medium	-
high	medium	medium	-
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	-
medium	low	high	-
high	low	high	-
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Reading: Winter and Spring of Grade 1

LS	WRF	PRF	Monitoring Suggestion
low	low	low	LS
medium	low	low	WRF
high	low	low	WRF
low	medium	low	PRF
medium	medium	low	PRF
high	medium	low	PRF
low	high	low	PRF
medium	high	low	PRF
high	high	low	PRF
low	low	medium	-
medium	low	medium	-
high	low	medium	-
low	medium	medium	-
medium	medium	medium	-
high	medium	medium	-
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	-
medium	low	high	-
high	low	high	-
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Reading: Grade 2

PRF	Vocab	Proficient Reading	Monitoring Suggestion
low	low	low	WRF
medium	low	low	PRF
high	low	low	Vocab
low	medium	low	PRF
medium	medium	low	Proficient Reading
high	medium	low	Proficient Reading
low	high	low	PRF
medium	high	low	Proficient Reading
high	high	low	Proficient Reading
low	low	medium	PRF
medium	low	medium	Vocab
high	low	medium	Vocab
low	medium	medium	PRF
medium	medium	medium	-
high	medium	medium	-
low	high	medium	PRF
medium	high	medium	-
high	high	medium	-
low	low	high	Vocab
medium	low	high	Vocab
high	low	high	Vocab
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Reading: Grades 3 to 8

PRF	Vocab	Proficient Reading	Monitoring Suggestion
low	low	low	PRF
medium	low	low	Vocab
high	low	low	Vocab
low	medium	low	PRF
medium	medium	low	Basic Reading
high	medium	low	Proficient Reading
low	high	low	PRF
medium	high	low	Basic Reading
high	high	low	Proficient Reading
low	low	medium	PRF
medium	low	medium	Vocab
high	low	medium	Vocab
low	medium	medium	PRF
medium	medium	medium	-
high	medium	medium	-
low	high	medium	PRF
medium	high	medium	-
high	high	medium	-
low	low	high	Vocab
medium	low	high	Vocab
high	low	high	Vocab
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Math: All Grades, When Administering Both Basic and Proficient Math

Basic Math	Proficient Math	Monitoring Suggestion
low	low	Basic Math
medium	low	Proficient Math
high	low	Proficient Math
low	medium	-
medium	medium	-
high	medium	-
low	high	-
medium	high	-
high	high	-

Math: All Grades, When Administering Only Basic Math

Basic Math	Monitoring Suggestion
low	Basic Math
medium	-
high	-

Math: All Grades, When Administering Only Proficient Math

Proficient Math	Monitoring Suggestion
low	Proficient Math
medium	-
high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Spanish: Fall of Kindergarten

SSEG	SS	Monitoring Suggestion
low	low	SSEG
medium	low	SS
high	low	SS
low	medium	SSEG
medium	medium	SS
high	medium	SS
low	high	-
medium	high	-
high	high	-

Spanish: Winter and Spring of Kindergarten

SSEG	SS	Monitoring Suggestion
low	low	SSEG
medium	low	SS
high	low	SS
low	medium	-
medium	medium	-
high	medium	-
low	high	-
medium	high	-
high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Spanish: Fall of Grade 1

SSEG	SS	WR	Monitoring Suggestion
low	low	low	SSEG
medium	low	low	SS
high	low	low	SS
low	medium	low	SSEG
medium	medium	low	WR
high	medium	low	WR
low	high	low	WR
medium	high	low	WR
high	high	low	WR
low	low	medium	-
medium	low	medium	-
high	low	medium	-
low	medium	medium	-
medium	medium	medium	-
high	medium	medium	-
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	-
medium	low	high	-
high	low	high	-
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Spanish: Winter and Spring of Grade 1

SS	WR	SR	Monitoring Suggestion
low	low	low	SS
medium	low	low	WR
high	low	low	WR
low	medium	low	SR
medium	medium	low	SR
high	medium	low	SR
low	high	low	SR
medium	high	low	SR
high	high	low	SR
low	low	medium	-
medium	low	medium	-
high	low	medium	-
low	medium	medium	-
medium	medium	medium	-
high	medium	medium	-
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	-
medium	low	high	-
high	low	high	-
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Spanish: Grade 2

WR	SR	Vocab	Monitoring Suggestion
low	low	low	WR
medium	low	low	SR
high	low	low	SR
low	medium	low	Vocab
medium	medium	low	Vocab
high	medium	low	Vocab
low	high	low	Vocab
medium	high	low	Vocab
high	high	low	Vocab
low	low	medium	WR
medium	low	medium	SR
high	low	medium	SR
low	medium	medium	-
medium	medium	medium	-
high	medium	medium	-
low	high	medium	-
medium	high	medium	-
high	high	medium	-
low	low	high	WR
medium	low	high	SR
high	low	high	SR
low	medium	high	-
medium	medium	high	-
high	medium	high	-
low	high	high	-
medium	high	high	-
high	high	high	-

low	below the 30th percentile
medium	30th - 49th percentile
high	50th percentile and above

Spanish: Grades 3 to 8

Vocab	Monitoring Suggestion
low	Vocab
medium	-
high	-