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General Description

easyCBM® Reading is an assessment system that provides reading Benchmark and Progress Monitoring assessments. easyCBM was designed by researchers at the University of Oregon as an integral part of a Response to Intervention (RTI) model. easyCBM began with a grant from the federal Office of Special Education Programs in 2006, and was bolstered by subsequent grants from the Institute of Education Sciences (IES).

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

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

The Progress Monitoring assessments and reports can be used to:

- Determine students’ response to intervention
- 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

Table 1. Recommended and Available easyCBM Reading Subtests

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</table>

F = Fall; W = Winter; S = Spring; R = Recommended; A = Available
Basic Tenets of Curriculum Based Measurement

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

Curriculum Based Measurement (CBM) has a long research history, beginning with Stanley Deno and colleagues at the University of Minnesota. CBM was originally created to assist special education teachers in developing individual education plans and monitoring student progress. The use of these measures quickly expanded to include general education, as they provide reliable and valid measures of student progress in reading and mathematics (Shinn, 2002). In particular, these measures can be used for universal screening and progress monitoring purposes, as they are sensitive to small incremental changes in performance and are expedient to administer and score. CBM measures (for example, Oral Reading Fluency) correlate highly with state standardized reading tests and reading comprehension overall (Nese et al., 2012).

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

Universal Design for Assessment

Universal Design for Assessment (UDA) is an approach to creating assessments in which test developers try to make their measures accessible to the widest possible population of students by incorporating design features that will reduce the barriers to students being able to interact successfully with the test items. All measures and the computer interface of the easyCBM system were created using the UDA approach. In creating measures, the developers referred to the National Center on Educational Outcomes’ A State Guide to the Development of Universally Designed Assessment and the Test Accessibility and Modification Inventory (Beddow, Kettler, Elliott, 2008).

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 (Johnstone, Altman & Thurlow, 2006). 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.

**easyCBM Measures**

**In Brief**

easyCBM includes Benchmark and Progress Monitoring assessments. The system is designed for students from kindergarten to sixth grade in the content areas of reading and mathematics. This manual provides information about the different easyCBM Benchmark and Progress Monitoring measures.

**About easyCBM Measures**

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

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

There are two reasons for this:

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

It is important to note that in terms of difficulty the Multiple Choice Reading Comprehension measures (MCRC) represent the most challenging of the easyCBM reading tests, with the CCSS reading measures designed to be more easily accessible.

**Benchmark Measures**

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

The Benchmark norms are based on a nationally-representative sample, calculated using a six-week window of time. We recommend making the testing window as short as reasonably possible so all

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your students’ Benchmark scores are gathered at approximately the same time each season.

Benchmark Norms Range:

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

The Benchmark measures are alternate forms of the Progress Monitoring measures designed to be of equivalent difficulty within a particular grade and measure type. For example, the Word Reading Fluency test on the Benchmark measure is an individually administered one-minute timed test, the same as each of the Word Reading Fluency Progress Monitoring measures. Including the Common Core measures, there are three types of measures in reading available for Benchmarking for grades K-2, and four for Grades 3-6, for each seasonal assessment period for all grade levels.

The administration of the Benchmark measures is classified as recommended or available. During periods when a Benchmark measure is recommended student performance is a valid and reliable way to determine instructional needs (e.g., PRF for beginning of 3rd grade is recommended). During periods when the Benchmark measure is available the results are not as easily interpreted but they may be used by educators to for their own internal tracking purposes (e.g., WRF for beginning of Kindergarten). For example, the CCSS Reading Measures are optimal for monitoring progress, but are not as appropriate for universal screening, so they should not be used as the primary determinant of risk during universal benchmark screening.

The general reading Benchmark measures have a varying number of items, depending on the reading area assessed. The CCSS Reading measures are 25-item tests focusing primarily on literal comprehension and covering key reading skills found in the Common Core Standards through informational text, short literary text, and texts that require students to read to perform a task. The MCRC reading measures vary from 12 items (grade 2) to 20 items (grades 3-6) and target literal, inferential, and (grade 3 and above) evaluative comprehension.

**Progress Monitoring Measures**

Progress monitoring assessments measure students’ response to intervention and progress throughout the year. Progress monitoring assessments are available for students in kindergarten to sixth grade.

- For the general reading measures, there are between 8 and 17 alternate forms per type of measure. For example, all the individually-administered early literacy measures, as well as the Word and Passage Reading Fluency measures, have 17 alternate forms; the CCSS Reading measures have 10 alternate forms; and the MCRC measures have between 8 and 17 alternate forms available for Progress Monitoring.

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

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

Table 2 provides frequency guidelines for administering Progress Monitoring measures. Note that
it is imperative in all cases that students are actually receiving focused instruction to address their skill deficits if teachers hope to see an improvement in their performance over time.

Table 2. Frequency Guidelines for Administering Progress Monitoring Measures

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

Determining the Appropriate Progress Monitoring Measures to Use

In selecting a measure to use for progress monitoring, it is best to find one on which the student’s scores generally fall in the 20th – 39th percentile range. This is the range at which the measures will be most sensitive to detecting growth as the student makes improvement.

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

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

- If the student’s score is above the 40th percentile line, the teacher can say, “This particular skill area is not an issue.”
- If the student’s score is between the 20th and 39th percentile, the teacher can say, “This particular skill is an area of weakness” and then select that measure for Progress Monitoring.
- If the student’s score is below the 20th percentile, then the teacher knows:
  - There may be reason to suspect an even earlier skill deficit. (In this case, maybe the student has never mastered phonics so the Letter Sounds measure would be the most appropriate to use for monitoring progress while at the same time ensuring that the student is being instructed in phonics.)
  - If the subsequent test of Letter Sounds indicates that the student is at or above the 40th percentile for students in those earlier grades in that skill area, then the issue is probably not one of basic phonics, but instead is indicative of a need for additional fluency-building
work at an earlier grade level, to firmly establish sight words.

- If the student’s score is well below the 20th percentile on the sixth-grade PRF measure, the teacher may want to drop two grades and administer a PRF measure from the 4th grade. If the student’s score is right at or just below the 20th percentile on the sixth-grade measure, the teacher might progress monitor using the fifth-grade test instead.

The teacher’s goal is twofold: determine what underlying skill deficit might be leading to the student’s un-proficient score on the general outcome measure and identify the appropriate measure to use to monitor the student’s improving skill as he/she receives targeted intervention/instruction aimed at addressing those skill deficits. In all cases, the teacher needs to assist the student in moving up to the most challenging grade-level tests as quickly as possible. Each student’s trajectory is likely to be slightly different and will depend on the student’s level of initial skill/underlying skill deficits, the intensity of intervention provided; the ability to benefit from that particular intervention (as well as motivation to improve), attendance (the student must be present to benefit from instruction), and so forth.

For a sixth grader who requires intensive instruction in phonics (Letter Sounds), it is unlikely teachers will be able to make up all the ground they need to get the student to grade-level comprehension by the end of the year. Regardless, teachers can certainly make good progress toward that goal, with the intention to continue to make progress in subsequent grades. For older students, basic phonics (as measured by Letter Sounds) is a skill area in which the teacher should be able to see dramatic improvement in a matter of weeks. This assumes that intensive and appropriate instructional intervention is being provided to ensure the student acquires the skills he/she lacks. Ideally, older students (grade 2 and above) should move from the 20th percentile to the 40th (end of 1st grade) on the Letter Sounds measure within a month or less, with effective instruction focusing on phonics.

As described earlier, for very low performing students, the teacher should select an out-of-grade level measure but move the student up to the next grade level as soon as the student performs at the 40th percentile mark for that earlier grade-level measure. For example, if the teacher starts a sixth-grade student on Grade 2 PRF measures, the student should be ready to move to the Grade 3 PRF measures after four to six weeks of intensive fluency building work. This work is designed to reinforce phonics for unfamiliar words and to move additional words into the student’s sight vocabulary through repeated exposure.

Once a student is reading fluently at grade level (40th percentile on grade-level PRF measures), the student probably has sufficient fluency skill to start focusing on comprehension and vocabulary. Until the student is at that threshold, it is likely that the student’s working memory capacity is allocated to decoding unfamiliar words rather than attending to the ‘bigger picture’ of understanding what they are reading. Once the student is reading more fluently, the student can focus on inferential and evaluative, as well as literal, comprehension.

**Measure Descriptions**

The reading assessments are based on the “Big Five” from the National Reading Panel:

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

Common Core reading measures are specifically designed to address aspects of reading comprehension not typically assessed through fictional narrative text. The measures include Read to Perform a Task, Informational Text, and Short Literary Text. While the MCRC measures are most appropriate for use as screening assessments, the CCSS reading measures are more appropriate for Progress Monitoring, particularly for students with low comprehension skills.

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

**Timed and Untimed Measures**

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

With the exception of the individually-administered fluency-based measures, all Benchmark and Progress Monitoring measures can be administered via paper-and-pencil or by having students take them directly online.

Individual, fluency-based measures are administered via paper-and-pencil. Teachers may enter student scores directly into the DIBELS Data System.

**Reading Curriculum Based Measures**

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<tr>
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<th>Phonemic Awareness</th>
<th>Letter Sounds</th>
<th>Letter Names</th>
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<th>Passage Fluency</th>
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<th>Reading Comprehension</th>
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Based on the “Big Five” constructs of reading reported in the 2000 National Reading Panel report

Based on Common Core State Standards (CCSS)

Read to Perform a Task, Informational Text, Short Literary Text

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Assessment Administration

With group-administered easyCBM measures, educators have the option of assessing via paper/pencil or through computer-based administration of the measures, where students directly respond to the test items online, providing real-time scoring and reporting of assessment results. The intuitive DDS assessment system compiles all data for teachers. Screening and progress monitoring reports (e.g., group and individual reports; multiple-choice reading comprehension tables) are generated by the DDS for easy review, analysis, and decision making.

Several assessments are available as student-paced online computer-administered assessments. The only exceptions are the early grade fluency measures and passage reading fluency that require a teacher to administer the test individually to each student.

The group-administered measures can be administered via desktop computers, laptop computers, or tablets. When a test is administered online, the teacher simply needs to enable students for easyCBM testing prior to the testing session and then monitor the testing environment while students are working. The online assessment is student-paced. Each student logs in with a class code and a student code. Details of setup are included in the easyCBM Reading Quick Start Guide on our Help page. At all grades, easyCBM’s tests of Vocabulary (Grades 2–6), Multiple Choice Reading Comprehension (Grades 2–6) and CCSS Reading (Grades 3-6) are optimized for computer-based administration. Student responses are automatically scored by the easyCBM system upon completion of the testing session.

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

Testing Times

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

- In Kindergarten and Grade 1, students are administered three individually-administered assessments in reading, which takes approximately 4-5 minutes.
- In Grade 2, students are administered two individually-administered measures, each of which takes one to two minutes, and two group-administered measures: one 12-item vocabulary measure, which takes approximately 10 minutes, and one 12-item reading comprehension measure, which requires about 20 minutes.
- In Grades 3–6, students are administered one individually-administered measure, which takes one to two minutes, and three group-administered measures: one 20-item vocabulary measure, which takes approximately 15 minutes, and one 20-item comprehension measure, which requires about 30 minutes. In addition, there is an optional 25-item CCSS-aligned reading assessment, which takes about 30 minutes.

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

**Preparing for Test Administration**

It is important that all students receive the same instructions prior to taking these tests so that appropriate score comparisons can be made. Please read the following instructions for the different tests in advance of the day you will be working with the students. When it is time to assess the students, please read the directions aloud to the students exactly as they are written.

For the same reason, it is important that all students be given the same amount of time on each of the benchmark tests. Please make sure you follow the time guidelines listed. Prior to administering these tests, please take the time to complete the online training on individual test administration and scoring on the website.

Make sufficient copies of all materials. For individually-administered tests, you will need ONE copy of the STUDENT version per tester and AS MANY COPIES of the TESTER version as you have students.

For group-administered tests, you will need one computer per student OR one paper copy of the test per student.

**Administering Fluency-based Measures**

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

When administering tests one-on-one, please try to de-emphasize the timed nature of the test. Two key ways to do this are: mark the last test item the student came to when the time ran out, but let the student continue to read until he/she comes to the end of a line or sentence. Then, gently say, “You can stop there” rather than “STOP!”.

Do NOT tell students their scores. Instead, smile and say, “Thank you” when they complete the test. If they ask you how they did, you can say, “You sounded pretty good to me,” but do not be more specific.

**easyCBM Reading - Letter Names**

Letter Names (LN) is recommended for most children in the beginning of kindergarten. It is available to administer through fall of first grade. Students with scores below the 20 percentile should be considered at risk for poor reading outcomes, and those with scores between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be in phonological awareness and alphabetic principle.

**Description**

Letter Names (LN) is a standardized, individually administered test that provides a measure of
The Letter Names test is included in the kindergarten and grade 1 measures and consists of both upper and lower case alphabet letters that are presented in an order based on empirical evidence of their difficulty (Figure 1). The student is required to name the letters that are presented by row; all letter names that are identified correctly within a one-minute period constitute the raw score.

Figure 1: Sample Letter Names Measure (Kindergarten)

<table>
<thead>
<tr>
<th>Student Copy</th>
<th>Form K-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Names</strong></td>
<td></td>
</tr>
<tr>
<td>o X A s O B E a T x</td>
<td></td>
</tr>
<tr>
<td>e r Z S L t R N p C</td>
<td></td>
</tr>
<tr>
<td>m D P n F I M f K i</td>
<td></td>
</tr>
</tbody>
</table>

Materials

Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration:

1. Place the probe marked “Letter Names Student Copy” in front of the student and hand the marker to the student to help them keep their place.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. As the student reads letters from the Student Copy of the test, follow along on the Assessor Copy. Put a slash through any letter name the student says incorrectly.
4. Remember that these are 60 second timed tests.
5. Start the stopwatch when the student says the first letter.
6. Place a bracket after the last letter name read before time expires.

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 hesitates for 3 seconds on a letter, the letter is scored incorrect and the name of the letter should be provided to the student.
3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above
the letter and it is not counted as an error.

4. If a letter or an entire row is skipped, then that letter or row should be circled and the letters counted as incorrect.

5. If the student clearly loses his/her place, point to the next letter.

6. Count and record the number of correct letter names read correctly in the allotted 60 seconds.

*Examples:*

```
R    B    s    k    j    N    P    z    h    o

M    O    p    o    W    e    R    T    Y    U
```

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Assessment Fidelity Checklist: easyCBM Reading - Letter Names

The assessor...
1) ...holds the clipboard and stopwatch so the student cannot see what he/she records.
2) ...performs standardized directions verbatim
   “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.”
3) ...starts stopwatch when the student says the first letter.
4) ...tells the letter and scores the letter as incorrect if the student does not respond in 3 seconds.
5) ...follows along on the examiner sheet and slashes incorrect letters.
6) ...writes “sc” above an error if self-corrected within 3 seconds.
7) ...discontinues the assessment if the student does not produce any correct letter names in the first 3 rows and records a score of 0.
8) ...points to the next letter if the student clearly loses his/her place.
9) ...places a bracket (]) after the last letter named and says, “Stop” at the end of 1 minute.
10) ...accurately determines the number of letters named correctly.
11) ...records the total number of correct letter names in 1 minute.
12) ...shadow scores with an expert examiner and is within 2 points on the final score.
easyCBM Reading - Letter Sounds

Letter Sounds (LS) is recommended for most children from the middle of kindergarten to the end of 1st grade. Students with scores below the 20 percentile should be considered at risk for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be alphabetic principle, and basic phonics.

Description

Letter Sounds (LS) is a standardized, individually administered test that provides a basic measure of alphabetic principle. The Letter Sounds test is included in the kindergarten and grade 1 measures and consists of both upper and lower case alphabet letters and letter pairs that are presented in an order based on empirical evidence of their difficulty (Figure 2). The student must identify the letter sound that is made by the letter(s). The total score is comprised of the sum of all correctly identified letter sounds within a one-minute.

Figure 2: Sample Letter Sounds Measure (Kindergarten)

![Sample Letter Sounds Measure (Kindergarten)](image)

Materials:

Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration:

1. Place the probe marked “Letter Sounds Student Copy” in front of the student and hand the marker to the student to help them keep their place.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. As the student reads letter sounds from the Student Copy of the test, follow along on the Assessor Copy. Put a slash through any letter sound the student says incorrectly.
4. Remember that these are 60 second timed tests.
5. Start the stopwatch when the student says the first letter sound.
6. Place a bracket after the last letter sound read before time expires.

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 hesitates for 3 seconds on a letter, the letter is scored incorrect and the sound of the letter should be provided to the student.
3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above the letter and it is not counted as an error.
4. If a letter or an entire row is skipped, then that letter or row should be circled and the letters counted as incorrect.
5. If the student clearly loses his/her place, point to the next letter.
6. Count and record the number of letter sounds read correctly in the allotted 60 seconds.

Examples:

<table>
<thead>
<tr>
<th>R</th>
<th>B</th>
<th>s</th>
<th>K</th>
<th>j</th>
<th>N</th>
<th>P</th>
<th>Z</th>
<th>H</th>
<th>o</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Q</th>
<th>p</th>
<th>O</th>
<th>W</th>
<th>e</th>
<th>R</th>
<th>T</th>
<th>Y</th>
<th>U</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Assessment Fidelity Checklist: easyCBM Reading - Letter Sounds

The assessor...

1) ...holds the clipboard and stopwatch so the student cannot see what he/she records.

2) ...performs standardized directions verbatim

“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.”

3) ...starts stopwatch when the student says the first letter sound.

4) ...tells the letter sound and scores the letter as incorrect if the student does not respond in 3 seconds.

5) ...follows along on the examiner sheet and slashes incorrect letter sounds.

6) ...writes “sc” above an error if self-corrected within 3 seconds.

7) ...discontinues the assessment if the student does not produce any correct letter sounds in the first 3 rows and records a score of 0.

8) ...points to the next letter if the student clearly loses his/her place.

9) ...places a bracket (]) after the last letter sound and says, “Stop” at the end of 1 minute.

10) ...accurately determines the number of correct letter sounds.

11) ...records the total number of correct letter sounds in 1 minute.

12) ...shadow scores with an expert examiner and is within 2 points on the final score.
**easyCBM Reading - Phoneme Segmenting**

Phoneme Segmentation (PS) is recommended for most children from the beginning of kindergarten to the beginning of 1st grade. Students with scores below the 20 percentile should be considered at risk for poor reading outcomes, and those with scores between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be alphabetic principle, and phonemic awareness.

**Description**

Phoneme Segmenting (PS) is a standardized, individually administered test that provides a measure of phonemic awareness skills. The Phoneme Segmenting test is included in the kindergarten and grade 1 measures and contains items that require the student to identify the individual phonemes in each word that is orally presented by the teacher/examiner (Figure 3). The total score is the total number of correct phonemes identified within a one-minute period.

**Figure 3. Sample Phoneme Segmenting Measure (Kindergarten)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Teacher Says</th>
<th>Student Says</th>
<th>Number Correct</th>
<th>Item</th>
<th>Teacher Says</th>
<th>Student Says</th>
<th>Number Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>paid</td>
<td>/p/ /a/ /d/</td>
<td>___ / 3</td>
<td>11</td>
<td>strap</td>
<td>/s/ /t/ /a/ /p/</td>
<td>___ / 5</td>
</tr>
<tr>
<td>2</td>
<td>shirt</td>
<td>/sh/ /ir/ /t/</td>
<td>___ / 3</td>
<td>12</td>
<td>futile</td>
<td>/l/ /u/ /t/ /le/</td>
<td>___ / 5</td>
</tr>
</tbody>
</table>

**Materials:**

Examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

**Directions for Scoring**

1. There is no student copy of this test, as the student is listening and responding to the words supplied by the assessor. Do NOT show the student the scoring sheet.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. Underline each phoneme the student says correctly. (See Example Items 16 and 18.)
4. Put a slash through each phoneme the student misses. (See Example Item 17.)
5. The student is not penalized for adding extra phonemes if they are separated from the other sounds in the word. (See Example Item 19.) If the extra phoneme is added to an existing one, the segment is marked incorrect. (See Example Item 20.)
6. If the student repeats the entire word, the word is circled and no credit is given. (See Example Item 21.)
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 of 4 points.

<table>
<thead>
<tr>
<th>Example Schwa sounds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORD:</td>
</tr>
<tr>
<td>trick</td>
</tr>
<tr>
<td>cat</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>19</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>21</td>
</tr>
</tbody>
</table>
Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Phoneme Example</th>
<th>Phoneme</th>
<th>Phoneme Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ai/</td>
<td>bait</td>
<td>/th/</td>
<td>thin</td>
</tr>
<tr>
<td>/ea/</td>
<td>bead</td>
<td>/TH/</td>
<td>then</td>
</tr>
<tr>
<td>/ie/</td>
<td>tie</td>
<td>/sh/</td>
<td>shed</td>
</tr>
<tr>
<td>/oa/</td>
<td>boat</td>
<td>/SH/</td>
<td>measure or beige</td>
</tr>
<tr>
<td>/oo/</td>
<td>food</td>
<td>/ch/</td>
<td>chin</td>
</tr>
<tr>
<td>/a/</td>
<td>bad</td>
<td>/ʃ/</td>
<td>jam &amp; edge</td>
</tr>
<tr>
<td>/e/</td>
<td>bed</td>
<td>/p/</td>
<td>pen</td>
</tr>
<tr>
<td>/i/</td>
<td>bid</td>
<td>/t/</td>
<td>tap</td>
</tr>
<tr>
<td>/o/</td>
<td>cod or law</td>
<td>/k/</td>
<td>can</td>
</tr>
<tr>
<td>/u/</td>
<td>bud and “a” in about</td>
<td>/b/</td>
<td>bat</td>
</tr>
<tr>
<td>/uu/</td>
<td>good</td>
<td>/d/</td>
<td>dad</td>
</tr>
<tr>
<td>/ow/</td>
<td>cow</td>
<td>/g/</td>
<td>gun or frog</td>
</tr>
<tr>
<td>/oi/</td>
<td>noise or point</td>
<td>/m/</td>
<td>man or jam</td>
</tr>
<tr>
<td>/ar/</td>
<td>(1 phoneme) car</td>
<td>/n/</td>
<td>nap</td>
</tr>
<tr>
<td>/ir/</td>
<td>(1 phoneme) bird</td>
<td>/ŋ/</td>
<td>sing</td>
</tr>
<tr>
<td>/or/</td>
<td>(1 phoneme) for</td>
<td>/ˈʃ/</td>
<td>fat</td>
</tr>
<tr>
<td>/ai/ /r/</td>
<td>(2 phonemes) chair</td>
<td>/v/</td>
<td>van</td>
</tr>
<tr>
<td>/ea/ /r/</td>
<td>(2 phonemes) clear</td>
<td>/s/</td>
<td>sit</td>
</tr>
<tr>
<td>/oo/ /r/</td>
<td>(2 phonemes) tour</td>
<td>/z/</td>
<td>zoo</td>
</tr>
<tr>
<td></td>
<td>/r/</td>
<td>/r/</td>
<td>rat or frog</td>
</tr>
<tr>
<td></td>
<td>/l/</td>
<td>/l/</td>
<td>lap</td>
</tr>
<tr>
<td></td>
<td>/w/</td>
<td>/w/</td>
<td>wet</td>
</tr>
<tr>
<td></td>
<td>/h/</td>
<td>/h/</td>
<td>hot</td>
</tr>
<tr>
<td></td>
<td>/y/</td>
<td>/y/</td>
<td>yell</td>
</tr>
</tbody>
</table>
Assessment Fidelity Checklist: easyCBM Reading - Phoneme Segmenting

The assessor...

1) ...holds the clipboard and stopwatch so the student cannot see what he/she records.

2) ...performs standardized directions verbatim:
“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) ...underlines each phoneme the student says correctly.

4) ...starts the stopwatch immediately after the student says first phoneme.

5) ...marks incorrect responses with a slash.

6) ...scores question as 0 and presents next word if the student does not respond in 3 seconds.

7) ...writes "sc" above an error if self-corrected within 3 seconds.

8) ...discontinues if the student has a score of 0 in the first 5 rows.

9) ...except when the discontinue rule is applied, administers all questions.

10) ...accurately sums the number of correctly produced phonemes for the total score.

11) ...records the total number of correctly produced phonemes in 1 minute.

12) ...shadow scores with an expert examiner and is within 2 points on the final score.
easyCBM Reading - Word Reading Fluency

Word Reading Fluency (WRF) is recommended for most children from the middle of kindergarten to the end of 2nd grade. Students with scores below the 20th percentile should be considered at risk for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be on teaching high frequency words and phonetic decoding skills so that students can access words quickly and efficiently.

Description

Word Reading Fluency (WRF) is a standardized, individually administered test of word reading fluency. Word Reading Fluency measures are included in the kindergarten through third-grade assessments (Figure 4). Words for the Word Reading Fluency measures were selected from a variety of sources, including Dolch word lists, online grade-level word lists, and Fry’s ‘instant 1000 words.’ They include words with both regular and irregular sound patterns and in a variety of lengths. The words were piloted in a large multi-grade study in 2006; the difficulty of each word was then calculated, and test forms were constructed to be equivalently difficult within each given grade.

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

Figure 4. Sample Word Reading Measure.

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

Materials:

Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration

1. Place the student copy marked “Word Reading” in front of the student.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. Put a slash through any word the student misses. Teachers may want to use a cover sheet to reveal only the words in the row the student is reading. This is a 60 second timed test.

4. Start the stopwatch when the student says the first word.

5. Place a bracket after the last word read before time expires.

**Directions for Scoring**

1. If the student does not get any words correct within the first three rows, discontinue the test and record a score of zero.

2. If the student hesitates for three seconds on a word, the word is scored incorrect and the word should be provided to the student.

3. If the student makes an error then self corrects within 3 seconds, the assessor writes “SC” above the word and it is not counted as an error.

4. If a word or an entire row is skipped, the assessor should help the student find his/her place. This would not be counted as an error if the student reads the word correctly.

**Examples:**

<table>
<thead>
<tr>
<th>The</th>
<th>or</th>
<th>will</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td>about</td>
<td>remain</td>
<td>No</td>
</tr>
</tbody>
</table>
Assessment Fidelity Checklist: easyCBM Reading - Word Reading Fluency

The assessor...

1) ...holds the clipboard and stopwatch so the student cannot see what he/she records.

2) ...performs standardized directions verbatim:
   “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 two rows of words.

3) ...starts timer after student says first word.

4) ...waits 3 seconds for the student to produce word. After 3 seconds, presents next word.

5) ...slashes incorrect words according to scoring rules.

6) ...writes "sc" above an error if self-corrected within 3 seconds.

7) ...discontinues the assessment if the student does not produce any correct words in the first three rows, and records a score of 0.

8) ...stops at the end of 1 minute and puts a bracket (]) after the last response.

9) ...accurately counts the number of correctly produced words in each row.

10) ...accurately sums the row scores to produce the total score.

11) ...records the total number of correctly produced words in 1 minute.

12) ...shadow scores with an expert examiner and is within 2 points on the final score.
easyCBM Reading - Passage Reading Fluency

Passage Reading Fluency (PRF) is intended for most students from the middle of 1\textsuperscript{st} grade to the end of 6\textsuperscript{th} grade. Students with scores below the 20\textsuperscript{th} percentile should be considered at risk for poor reading outcomes, and those between the 20\textsuperscript{th} percentile and 40\textsuperscript{th} percentile should be considered at some risk. For students at risk, the primary instructional goals should be on teaching fluency and phonetic decoding skills so that students can access words quickly and efficiently.

Description

PRF is a measure of fluency and accuracy with connected text (see Figure 5 below). The total score for PRF is the number of words read correctly within a one-minute period. The passages are all designed to be at the same reading difficulty level within a grade based on the Flesh-Kincaid readability formula. The passage difficulty increases across each grade. The reading difficulty is at a middle of grade level. For example, all the 5\textsuperscript{th} grade benchmark and progress monitoring passages are at a middle of 5\textsuperscript{th} grade reading level.

Figure 5. Sample Passage Reading Fluency (Grade 2)

```
Student Copy

Ben loved to play soccer. One day he went to the mall with his mother. When he was at the mall he saw the perfect soccer ball. It looked just like the ones the professional soccer players used. He absolutely had to have it. When they got back to Ben's house, he needed a plan to raise the money to buy the soccer ball. Ben decided to make some lemonade and sell it in his front yard. His mother helped him make it. Then, she set up a chair and table on the grass. Ben sat there all day fantasizing about that soccer ball. Ben told people about his soccer ball when they came to buy his lemonade. At the end of the day, he had three dollars. He only needed two more dollars!
```

Materials:

Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration

1. Place the student copy in front of the student.
2. Read the directions to the student exactly as written on the Assessor Copy.
3. Go over all proper nouns in the passage before beginning the timing. Administration directions for this step are specified on the Assessor Copy.
This is a one minute timed test.

Directions for Scoring

1. Begin timing when the student says the first word of the reading passage.
2. Place a bracket after the last word read before time expires.
3. If the student does not read any words correctly in the first line, discontinue the task and record a score of zero.
4. Omitted words are scored as incorrect and marked with a slash through the word.
5. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect.
6. If the student makes an error then self corrects within 3 seconds the assessor writes “SC” above the word and it is not counted as an error.
7. Inserted words are ignored and not counted as errors.
8. At the end of the test, the Assessor should fill in the spaces indicating Total Words Read, Errors, and Total Correct Words.
Assessment Fidelity Checklist: easyCBM Reading - Passage Reading Fluency

The assessor...

1) ...holds the clipboard and stopwatch so the student cannot see what he/she records.

2) ...performs standardized directions verbatim (note the directions change slightly from one passage to another and are specified in the administration directions for each passage):
   “This is a story about ‘blank’ and ‘blank.’ I want you to read this story to me. You’ll have 1 minute to read as much as you can. When I say ‘begin,’ start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I’ll tell it to you. Do you have any questions? Begin.”

3) ...starts timer after student says first word.

4) ...waits 3 seconds for the student to produce word. After 3 seconds, presents next word.

5) ...slashes incorrect words according to scoring rules.

6) ...writes "sc" above an error if self-corrected within 3 seconds.

7) ...discontinues the assessment if the student does not produce any correct words in the first three rows, and records a score of 0.

8) ...stops at the end of 1 minute and puts a bracket (]) after the last response.

9) ...accurately counts the number of correctly produced words in each row.

10) ...accurately sums the row scores to produce the total score.

11) ...records the total number of correctly produced words in 1 minute.

12) ...shadow scores with an expert examiner and is within 2 points on the final score.
easyCBM Reading Group Measures Online

For those measures designed for group online administration (Vocabulary, Multiple Choice Reading Comprehension and CCSS Reading) there are steps that must be taken in your DDS account prior to student testing. These are found in the easyCBM Reading Quick Start Guide on our Help page. These assessments are designed to be administered online, however, paper copies are available if needed. When administered online the measures are scored automatically and the results automatically sent to the DDS. If paper/pencil administration is used, student responses must be entered into the DDS manually.

Introducing the Online Group Reading Tests

Say: “You will be taking several different kinds of reading tests. These tests do not count towards your grade, but they will help us make decisions about what sort of things we should focus on in class. Please try your best on all of the tests.”

Optional if administering more than one measure.

Say: “When you finish with one test, you will go back to the start screen and sign in with the Class Code and Student Code. Then choose the next test. When you have finished the tests, please read quietly until everyone else has finished.”

Say: “During the test, I can’t help you with answering any of the questions, but I’d be happy to help you if you have any sort of computer problems.”

If students do not have any more questions, help them log on to the test, select your class, then their name, then the test you want them to start with.

During the Test

During the test, walk around the room to monitor for cheating and to help students stay on task. Particularly on the vocabulary test, make sure students aren’t using the computer’s built-in dictionary.

Descriptions

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

Each MCRC test takes approximately 30 minutes to complete. The total score is the number of correct responses that the student provides. The percent of items answered correctly and percentiles are also provided. It is important that the percentile rank that corresponds with a particular raw score, not the raw score itself or the percent correct, be used when interpreting student performance. The MCRC measures are, by design, the most challenging of the easyCBM reading measures.
The Vocabulary measures (grades 2–6) are intended to measure vocabulary proficiency appropriate for a student’s grade level (Figure 7). The words included in the Vocabulary measures were selected from a variety of content materials and were extensively field-tested. The bank of items represents a wide range of difficulty all aligned to grade-level content standards. The test can be administered via paper and pencil or online (recommended) and takes approximately 10 to 15 minutes to complete. The total score is the number of correct responses that the student provides. As with the other easyCBM measures, it is important that the percentile rank that corresponds with a particular raw score, not the raw score itself, be used when interpreting student performance, and that teachers not use the vocabulary tests as study guides or to identify vocabulary words for specific instruction with their students.

Figure 7. Sample Vocabulary Measure (Grade 3)

The CCSS Reading measures are comprehension assessments utilizing a variety of text. Passages types include Informational Text (Figure 8), Literary Text (Figure 9), and Read to Perform a Task (Figure 10) are all drawn from CCSS Reading measures. Each of the measures includes five short prompts (i.e., passages) with five corresponding questions; the total score is the number of items answered correctly out of a possible 25. Again, it is important that the percentile rank that corresponds with a particular raw
score, not the raw score itself, be used when interpreting student performance. The CCSS Reading tests can be administered via paper-and-pencil or online and are components of the grades 3-6 measures. Note: these measures are most appropriate for monitoring the progress of students who are experiencing significant difficulties with reading comprehension.

Figure 8. Sample Informational Text Measure (Grade 3).

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!

11. What moves sailboats?
   A. the wind       B. paddles       C. motors

Figure 9. Sample Short Literary Text Measure (Grade 3).

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
Approved Accommodations

The easyCBM Reading directions are designed to be used unmodified with all students. They have been validated with tens of thousands of students to work the way they do. In a very small number of cases though, a small number of accommodations are approved. They are used only in situations where they are necessary to obtain an accurate score for a student. Scores with accommodations can be used as any another easyCBM scores. Approved accommodations should only be used with students who have a documented need for such supports, not to improve performance for multiple students.

easyCBM Reading approved assessment accommodations are:

- Minor changes to assessment procedures
- Unlikely to change the meaning of results
- Approved by test developers or other assessment professionals
- Used only when an accurate score is unlikely to be obtained without the accommodation

(Assigned Accommodations continued on next page.)
Anything an assessor does that is not listed in the standardized scoring and administration and is not an approved accommodation falls under the category of a modification. Any modification made to the standardized directions, timing or scoring rules will render results that are likely to be meaningfully different than they would have been without the modification. Examples of unapproved accommodations (i.e., modifications) are: (i) extending the time on a fluency probe or (ii) providing different or extra models. Scores are not valid in these cases and should not be entered in a data system or interpreted in relation to or percentiles.

With both accommodations and modifications noted, it is important to recognize that there are some students for whom the easyCBM Reading fluency based measures are not an appropriate assessment. For example:

- Students with limited verbal language skills,
- students with fluency-based speech disorders or oral apraxia,
- and students for whom reading in English is not an instructional goal (e.g., students learning to read a first language other than English, such as Spanish).

In cases such as these, the easyCBM Reading online measures may be appropriate. Or other, individualized reading assessments or curricular tools (e.g., end-of-unit tests, individualized progress monitoring materials, other-language reading assessments) are best suited to monitoring student progress toward goals.
References


