

Technical Report #1226

The Development of the easyCBM CCSS Reading Assessments:

Grade 8

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Published by

Behavioral Research and Teaching
University of Oregon • 175 Education
5262 University of Oregon • Eugene, OR 97403-5262
Phone: 541-346-3535 • Fax: 541-346-5689
<http://brt.uoregon.edu>

Note: Funds for this data set used to generate this report come from a federal grant awarded to the UO from the Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD). Institute for Education Sciences. H327A070188. Budget \$1,525,552 from 2007-2011.

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Abstract

In this technical report, we document the development and piloting of easyCBM reading measures aligned to the Common Core State Standards, designed for use in screening students at risk for reading difficulty and monitoring their progress as they develop reading skills. The measures, which assess students' ability to respond to multiple-choice reading comprehension questions, were designed with the specific needs of students classified as "persistently low-performing". Sub-tests include *Read to Perform a Task*, *Informational Text*, and *Short Literary Text*, organized together into a comprehensive Common Core Reading Assessment. We begin this report by introducing the student population for which these measures were originally developed. Then, we describe the two main approaches used in the development of the measures, with a focus first on content validity and then on the psychometric properties underlying the creation of comparable alternate forms. We include the results of our Item Response Theory (IRT) modeling used during test development. For ease of reference, we present the results for each grade level's analyses in its own technical report yet repeat the introductory sections across all technical reports in this series, as the development process and the research base on which these assessments were developed does not vary by grade.

The Development of the easyCBM CCSS Reading Assessments: Grade 8
(Technical Report No. 1226)

As data-based decision making and Response to Intervention (RTI) gain popularity, the need increases for reliable measures of reading proficiency appropriate for use with students who struggle in that construct. Although fluency-based measures have a long-standing tradition of successful application in school settings, few would argue that it is enough to be a *fluent* reader; to be a competent reader, one must also be able to comprehend the material one is reading. Thus, there is an increasing call for direct measures of comprehension, particularly measures that assess students' ability to understand and interpret a variety of texts (including non-fiction and graphics-based text display). The call for states to move toward adopting the Common Core State Standards (CCSS) in literacy—standards which specify that students demonstrate facility with a variety of text types—prompted us to develop these measures with two goals in mind. First, the assessments must reflect the type of reading called for in the CCSS. Second, the measures must be appropriate for use with a wide range of students, with a particular emphasis on students who struggle in the area of reading. Our focus with the measures discussed in this technical report was on creating measures appropriate for use with students who are significantly under-performing in the area of reading when compared to their same-grade peers.

Persistent Low-Performers

The *Improving the Academic Achievement of the Disadvantaged; Individuals With Disabilities Education Act* (IDEA) specifies that approximately 20% of students with disabilities might most appropriately be assessed based on grade-level content standards but modified academic achievement standards. This subgroup of students with disabilities, sometimes referred to as the 2% student population in acknowledgment that they would make up roughly 2% of the

student population as a whole, are most likely students with disability categories that are not listed in the IDEA. Students in the 2% population are generally found to not respond to interventions persistently (McMaster, Fuchs, Fuchs, & Compton, 2005, Torgensen, Alexander, Wagner, Rashotee, Voeller, & Conway, 2001). Providing persistently low-performing students with appropriate assessments is important because assessments that are too challenging may demonstrate a floor effect, simultaneously reducing students' motivation to continue to try on future assessments, whereas assessments that are not sufficiently challenging may not provide information useful to educators when making instructional decisions for these students.

The easyCBM CCSS reading assessments are intended to provide educators with accessible measures to assess students' reading comprehension. As part of the suite of reading assessments available on the online easyCBM learning system (Alonzo, Ulmer, Tindal, & Glasgow, 2006), the easyCBM CCSS reading measures are designed to provide a bridge between the easyCBM Passage Reading Fluency (PRF) measures and the lengthier and more cognitively challenging easyCBM Multiple Choice Reading Comprehension (MCRC) measures. They were developed to include both benchmark / screening and progress monitoring assessments.

Universal Design for Assessments

Assessments that are universally designed encourage testing conditions that are accessible and fair to a wide range of students. Some considerations taken into account when designing assessments that are universally designed include: (a) measuring true constructs while eliminating irrelevant ones, (b) recognizing the diversity of the test-taker population, (c) providing texts that are concise and clear, (d) having clear format and visual information, and (e) 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 measurement development team followed guidelines for using Universal Design elements in assessments as recommended by the NCEO (Johnstone, Altman, & Thurlow, 2006). The team also utilized the Test Accessibility and Modification Inventory (TAMI) (Beddow, Kettler, & Elliott, 2008). These tools were used to enhance accessibility and fairness measuring reading skill of our target test-takers.

Common Core State Standards

These assessments are designed to address the Common Core State Standards for reading in Literature, Informational Text, and Literacy in Science and Technical Subjects (retrieved April 2, 2012 from <http://www.corestandards.org/>). The *Literary Text* sub-tests assess students' ability to understand key ideas and details and identify elements related to craft and structure that contribute to their ability to discern the meaning of a wide range of text types varying in complexity. The texts include stories, short dramas, and poetry. The *Informational Text* and *Read to Perform a Task* sub-tests present students with a wide range of non-fiction text, varying in complexity, and require students to demonstrate their ability to understand key ideas and details and identify elements of the writing craft and structure that contribute to the meaning of the text. Texts for these sub-tests are drawn from a variety of content areas, and include biographies and autobiographies, history, social studies, science, and the arts; as well as technical texts, including directions, forms, and information displayed in graphs, charts, or maps on a range of topics.

Methods

Instrument Development

The easyCBM CCSS Reading assessments were written by a team of educators with

experience teaching students in the grade levels for which the tests were intended to be used and particular expertise working with struggling readers. All item writers received training on Universal Design for Assessment, item development, and the content standards to which the assessments are aligned. After they had received their training, item writers worked independently, writing stories and informational text passages to be used for the *Literary* and *Informational Text* sub-tests and sketching out graphics to be used for the *Read to Perform a Task* sub-tests. A graphic artist was hired to render the graphics in a format that would enable them to be delivered by computer. Item writers also wrote five selected-response questions for each of the passages / graphics they created. Each question was targeted to address a specific content standard related to reading proficiently at the grade level for which the assessment was intended. Each question was followed by three possible answer choices. Item writers were instructed to create one correct answer and two plausible distractors for each item. Item writing took place during 2010 and 2011.

All passages / graphics files and selected-response questions and answer options were loaded to a secure database, where they then underwent a detailed review. Every item was reviewed by a group of 3 – 5 members of the research team with training in measurement and assessment development. During the review, the research team checked each item for potential bias, appropriateness for students in the intended grade level, and adherence to the principles of Universal Design for Assessment. Revisions were made directly to the database when needed, and the complete set of items, numbering 900 per grade, grades 3 – 8, were deemed ready for empirical testing in the fall of 2011.

Item Piloting

Items were piloted in November – December, 2011 in convenience samples of students

whose teachers signed up to participate in the item piloting via the easyCBM online assessment system. No financial incentives were provided for participating. Participants included students from the states of Oregon, Washington, Montana, Florida, Texas, Illinois, California, and Wisconsin. Teachers were asked to include the full range of students in their classes in the piloting, including students with disabilities and English language learners. To ensure anonymity of student and teacher participants, no demographic or other identifying information was collected from participants.

During item piloting, a specialized website was developed to provide easy access to the items for teachers and their students. Teachers were given a secure URL and were instructed to have their students log on to the website and select the grade level in which they were currently enrolled. Upon selecting their grade, students were presented with a series of 25 assessment items, clustered into five sub-tests, each with a prompt (text or graphic), followed by five multiple choice questions. Common items across all test takers at a given grade level enabled us to scale all 900 grade-level items concurrently, although no student completed any more than 25 items during the item piloting. To ensure adequate numbers of students for scaling each item and to reduce the potential for a “class effect” whereby students in a given class might all be presented with particularly easy or difficult item sets, the computer system randomly assigned students to subtests.

Item piloting took place entirely online, with students reading the passages / graphics and selecting the answer they thought was most correct directly on the computer. Data were captured automatically each time a student responded to a question. Students had the option to go back and change an answer on a particular sub-test, but were unable to do so once they had moved on to the next sub-test, with its set of five questions.

Data Analysis

Data from the item piloting were analyzed using Item Response Theory, where each passage / graphic and its accompanying five questions was treated as a testlet, in recognition of the nested nature of the data. Based on results of this piloting, passages / graphics and their accompanying questions were organized into assessments consisting of two *Literary Text* sub-tests, two *Informational Text* sub-tests and one *Read to Perform a Task* sub-test. In all, ten such tests were created to be used for progress monitoring and three to be used for benchmark / screening (fall, winter, and spring).

Results

Tables 1-10 indicate the specific items included on each progress monitoring form of the assessment, along with the standards addressed by those items and results of the IRT analysis. IRT information provided includes: the IRT *Measure* (a rough indication of the “difficulty” of the items: zero indicates an item with estimated *average* difficulty, a measure less than zero indicates *below average* difficulty, while a measure greater than zero indicates *above average* difficulty); *Count* (number of students whose responses were included in the analysis); *Error* (Standard Error); *Mean Square Outfit*, and *Discrimination*. Tables 11 – 13 present this same information, but for the Benchmark assessments. Table 14 presents this information for the items not currently placed into any of the test forms.

Table 1
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_1 = 0.07

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85666 to 85670	-2.88	40	0.66	1.34	0.85
1	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85486 to 85490	1.08	45	0.49	0.49	1.53
1	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85341 to 85345	-1.16	40	0.54	1.48	0.69

Table 1 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
1	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85116 to 85120	1.90	44	0.29	0.73	1.03
1	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85336 to 85340	1.39	44	0.30	3.56	0.52

Table 2
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_2 = -0.30

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85356 to 85360	-2.46	43	0.56	0.65	0.82
2	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text.	85396 to 85400	0.21	40	0.46	0.25	1.83

Table 2 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85841 to 85845	-2.35	39	0.39	0.85	0.88
2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85166 to 85170	1.72	42	0.55	0.68	1.14

Table 2 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
2	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85561 to 85565	1.40	41	0.31	1.11	0.83

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Table 3
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_3 = -0.05

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85266 to 85270	-2.26	43	0.73	0.20	1.61
3	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85126 to 85130	1.65	43	0.44	0.72	1.16

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Table 3 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
3	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85161 to 85165	-2.75	44	0.50	0.23	1.34
3	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85346 to 85350	1.44	40	0.55	1.14	1.07
3	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85201 to 85205	1.68	43	0.30	1.41	0.37

Table 4
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_4 = -0.32

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
4	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85261 to 85265	-1.73	44	0.39	0.52	1.43
4	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85716 to 85720	2.49	43	1.40	0.33	0.73

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Table 4 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
4	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85296 to 85300	-3.08	43	0.91	0.17	1.50
4	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85026 to 85030	1.43	42	0.71	1.34	0.62
4	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85246 to 85250	-0.71	41	0.48	1.34	0.00

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Table 5
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_5 = 0.04

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.	85171 to 85175	-1.33	40	0.68	0.80	1.04
5	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer unstated reasons for actions based on evidence in the text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85896 to 85900	2.50	43	0.84	0.36	1.24
5	3	Informational Text: Demonstrate General Understanding	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85521 to 85525	-3.28	41	0.46	0.45	1.18

Table 5 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
5	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85656 to 85660	2.28	44	1.19	4.96	-1.62
5	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85381 to 85385	0.02	42	0.34	1.01	0.91

Table 6
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_6 = 0.02

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues. Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.	85846 to 85850	-0.94	44	1.22	7.66	-2.88
6	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85531 to 85535	2.71	45	0.60	1.05	0.62
6	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85476 to 85480	-3.85	39	1.35	0.31	1.74

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Table 6 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
6	4	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85881 to 85885	2.59	42	0.52	1.11	0.67
6	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85111 to 85115	-0.50	41	0.35	1.05	0.83

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Table 7
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_7 = 0.14

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
7	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85851 to 85855	-0.93	44	0.49	0.94	1.03
7	2	Literary Text: Develop an Interpretation	Identify and analyze the development of themes in literary works based on evidence in the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85176 to 85180	2.87	40	1.43	0.73	6.46

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Table 7 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
7	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85206 to 85210	-4.31	42	0.39	0.54	1.28
7	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85211 to 85215	2.71	44	0.59	0.91	0.74
7	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85291 to 85295	-0.27	42	0.39	0.87	1.07

Table 8
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_8 = 0.08

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
8	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.	85626 to 85630	-0.14	42	0.66	1.74	0.53

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Table 8 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
8	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85131 to 85135	3.08	44	1.48	7.22	-0.69
8	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85836 to 85840	-4.47	45	0.41	3.61	0.66

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Table 8 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
8	4	Informational Text: Demonstrate General Understanding	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85611 to 85615	2.76	41	0.53	2.46	0.73
8	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85696 to 85700	-0.82	43	0.38	0.71	1.15

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Table 9
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_9 = 0.22

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85801 to 85805	-2.95	43	1.01	9.90	-5.10
9	2	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.	85441 to 85445	3.40	41	0.70	1.18	1.02

Table 9 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85251 to 85255	-4.84	40	0.70	1.14	0.41
9	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85436 to 85440	3.10	42	0.54	1.22	0.52

Table 9 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
9	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85021 to 85025	2.40	42	0.30	1.00	0.86

Table 10
Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 8_10 = 0.32

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze how dialogue is used to develop characters and mood in a selection.	85581 to 85585	-3.84	43	0.78	0.16	1.37

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Table 10 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85221 to 85225	0.08	44	0.63	0.93	1.07
10	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85071 to 85075	-0.35	42	0.46	0.69	1.14

Table 10 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
10	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85751 to 85755	3.63	42	0.44	1.24	0.55
10	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85066 to 85070	2.08	44	0.28	0.79	1.25

Table 11
Results of IRT Analysis, Mean Measure of Benchmark Measure 8_Fall = -0.18

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text.	85711 to 85715	-2.85	42	0.58	0.52	1.34
bm1	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85536 to 85540	0.95	45	0.30	0.43	1.44

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Table 11 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85796 to 85800	-1.83	42	0.47	1.55	0.39
bm1	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.	85481 to 85485	2.05	42	0.50	0.81	1.24

Table 11 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm1	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	8542 to 85430	0.76	38	0.28	9.54	-0.27

Table 12
Results of IRT Analysis, Mean Measure of Benchmark Measure 8_Winter = -0.19

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	1	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer unstated reasons for actions based on evidence in the text. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text. Analyze how dialogue is used to develop characters and mood in a selection.	85761 to 85765	-2.85	45	0.57	4.89	0.38

Table 12 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85806 to 85810	0.88	43	0.41	1.57	0.43

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Table 12 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm2	3	Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85746 to 85750	-1.99	42	0.59	1.42	0.58
bm2	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85256 to 85260	2.05	42	0.42	0.51	1.26
bm2	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85876 to 85880	0.94	45	0.46	0.80	1.15

Table 13
Results of IRT Analysis, Mean Measure of Benchmark Measure 8_Spring = 0.87

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	1	Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85576 to 85580	-2.84	43	0.45	0.34	1.56
bm3	2	Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85491 to 85495	0.80	40	0.54	0.64	1.28

Table 13 (Continued)
Results of IRT Analysis

Test Form	Item #	Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
bm3	3	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85391 to 85395	-2.19	45	0.49	1.19	0.57
bm3	4	Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85886 to 85890	1.91	43	0.40	0.65	1.25
bm3	5	Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85516 to 85520	0.99	42	0.34	0.81	1.19

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85791 to 85795	-8.06	43	0.50	0.09	1.47
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85566 to 85570	-8.01	43	0.39	0.13	1.56
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85571 to 85575	-7.30	42	0.62	0.15	1.61

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Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85386 to 85390	0.00	41	0.46	9.90	0.44
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85526 to 85530	0.14	41	0.43	0.67	1.27
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text. Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.	85701 to 85705	0.55	45	0.71	0.83	1.04

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85616 to 85620	0.58	43	0.42	0.70	1.22
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85301 to 85305	0.79	42	0.40	0.54	1.28

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85031 to 85035	1.07	40	0.48	0.49	1.12
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85076 to 85080	3.71	41	0.30	0.49	1.36

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85121 to 85125	4.68	44	0.49	1.29	0.92
Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict probable future outcomes supported by the text.	85431 to 85435	5.47	40	0.47	0.54	1.17

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Informational Text: Develop an Interpretation Informational Text: Examine Content and Structure	Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Compare and contrast information on the same topic after reading several passages or articles. Determine the author's purpose and perspective and relate them to specific details in the text. Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. Compare and contrast information on the same topic after reading several passages or articles.	85661 to 85665	6.57	44	0.41	0.33	1.36
		85706 to 85710	6.66	40	1.02	0.38	1.45

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Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85156 to 85160	-4.77	2191	0.07	0.81	1.08
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85741 to 85745	-2.19	41	0.40	1.36	0.59
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85786 to 85790	-2.14	43	0.29	1.32	0.68
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85471 to 85475	-1.86	43	0.33	1.10	0.79
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85606 to 85610	-1.55	45	0.36	1.14	0.92
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85831 to 85835	-0.85	41	0.31	1.52	0.61

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Read to Perform a Task	Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.	85651 to 85655	4.00	42	0.41	1.13	0.78
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text.	85216 to 85220	-7.09	42	0.40	0.43	1.38

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85401 to 85405	-6.94	41	0.96	0.09	1.49
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85756 to 85760	-6.24	42	0.45	0.62	1.13

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Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues. Identify and analyze the development of themes in literary works based on evidence in the text.	85081 to 85085	-5.27	41	0.51	1.47	0.89
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85891 to 85895	-4.25	40	0.77	0.71	0.94
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text.	85306 to 85310	-4.11	42	0.48	6.66	0.86

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze how dialogue is used to develop characters and mood in a selection.	85671 to 85675	0.00	44	0.00	1.00	1.00
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze the development of themes in literary works based on evidence in the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.	85621 to 85625	3.78	42	0.52	0.66	1.27

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme. Identify and analyze the development of themes in literary works based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85041 to 85045	4.42	44	0.43	0.26	1.52

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.	85086 to 85090	4.80	42	0.78	0.75	1.08
Literary Text: Demonstrate General Understanding	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues. Identify and analyze the development of themes in literary works based on evidence in the text.	85351 to 85355	5.27	40	0.92	9.11	-2.54

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85446 to 85450	5.56	43	1.27	0.30	1.74
Literary Text: Demonstrate General Understanding Literary Text: Develop an Interpretation	Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict probable future outcomes supported by the text, including foreshadowing clues.	85036 to 85040	5.73	38	1.04	2.79	-1.35

Table 14
Items Not Used

Reading Type	Standard	Item Name	Measure	Count	Error	Mean Square Outfit	Discrimination
Literary Text: Develop an Interpretation Literary Text: Examine Content and Structure	Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on evidence in the text. Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony, which define a writer's style, and use those elements to analyze and evaluate the work. Evaluate how well literary elements contribute to the overall effectiveness of a selection. Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.	85311 to 85315	9.63	41	1.23	1.07	0.60

Discussion

As with Grades 4 – 7, results from our Grade 8 analyses indicate no clear pattern in terms of which of the three sub-tests students find most challenging. On the Benchmark test forms, for example, the mean difficulty for the items on the *Read to Perform a Task* sub-test of the Fall, Winter, and Spring measures was 0.76, 0.94, and 0.87, respectively. The difficulty of the *Short Literary Text* and *Informational Text* sub-tests seems to vary greatly, depending on the specific passage and set of questions. Whereas the average *measure* for the Grade 8 Benchmark *Short Literary Text* sub-tests ranged from -0.99 to 1.82, the actual benchmark test forms ranged from a low of -2.85 to a high of 0.95. Likewise, the average *measure* for the Grade 8 Benchmark *Informational Text* sub-tests ranged from -0.14 to 0.11, while the actual test forms ranged from a low of -2.19 to a high of 2.05.

Similar patterns were found for the progress monitoring test forms as well. On the progress monitoring test forms, the mean difficulty for the items on the *Read to Perform a Task* sub-test ranged from -0.71 to 2.08. The average *measure* for the Grade 8 progress monitoring *Short Literary Text* sub-tests ranged from -1.88 to 1.47, while the actual test forms ranged from a low of -3.84 to a high of 3.08. Likewise, the average *measure* for the Grade 8 progress monitoring *Informational Text* sub-tests ranged from -0.87 to 1.64, while the actual test forms ranged from a low of -4.84 to a high of 3.63.

It is important to note that the sub-tests are not intended to be used to provide scores specific to the type of material with which students were presented (*Short Literary Text*, *Informational Text*, and *Read to Perform a Task*). With only five items per sub-test, such scores would not be a robust or reliable estimate of students' knowledge or skill in a particular area. Additional studies (see, for example, Alonzo, Park, & Tindal, 2012) present the results of

construct validity studies that add further evidence that although these sub-tests present students with different types of text with which to work, all three measure a single construct. Thus, although it might be tempting to report that a particular student has mastered (or is struggling with) a particular type of reading material, such claims would not be warranted or supported by the results of the easyCBM CCSS Reading Measures.

References

- Alonzo, J., Park, B.J., & Tindal, G. (2012). *Examining the construct validity and internal structures of the easyCBM CCSS reading measures* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
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