

**Attention Account Holders! Please read the following before using the easyCBM system.**

While the easyCBM system has been designed for ease of use, there are a few considerations that account holders must be aware of before granting teachers access to the platform. Users moving to this more dynamic platform from the isolated, individual deluxe teacher accounts should pay particular attention to take advantage of the assets available.

**Benchmark Windows:**

Set your benchmark windows after uploading student rosters but prior to ANY system use. This best practice is essential for program functionality and data accuracy.

Please look at your school calendar and decide the appropriate time to administer your Fall, Winter, and Spring benchmarks. It is recommended that the benchmark windows be no longer than two to three weeks. The purpose of the benchmarks is to establish a snapshot in time for student performance in relation to end of year grade level expectations. These three windows should be set at the beginning of the school year and not edited if possible.

The plotting of percentile lines that appear on all individual graphs are based off what you set for these three benchmark windows. Failing to set these windows correctly will result in incorrect representation of student growth making interpretation of data more difficult.

**Steps:** Using the original norming windows (defaults in the image below) please set all three windows at the beginning of your school year after you have uploaded your student rosters. Best practice is to set your **2–3-week** window within the original norming windows, however you can set them at any time that works with your organization’s testing calendar. Please ensure that you have the correct **year** set for Winter and Spring. Editing these windows later can impact the percentile lines on your graph, so please consider time needed for testing and possible bad weather or nonattendance days. Please communicate to teachers that benchmark windows will not be re-opened once they close, so student testing must be completed by the dates set in the system.

**Original Norming Windows:**

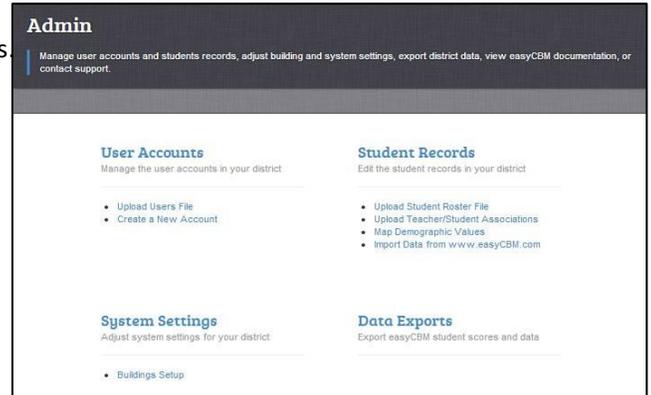
Fall	Winter	Spring
September 1–October 15	January 1–February 15	May 1–June 15

## Benchmark Window Settings:

1. Click the **Admin** tab. The **Admin** page appears.
2. Click **System Settings**. The **System Settings** page appears.
3. In the **Benchmarking Window Settings** section, enter the following information:

-For each Benchmark window (Fall, Winter, Spring), indicate the **first day** of your organization's window by selecting the month, day, and **year** from the drop-down boxes.

-For each Benchmark window (Fall, Winter, Spring), indicate the **last day** of your organization's window by selecting the month, day, and **year** from the drop-down boxes.



**Important** Percentile Lines are based on the dates designated as the beginning and end of the Fall, Winter, and Spring Benchmarks BEFORE TESTING BEGINS. Be sure to select the correct **year** when setting Benchmark window dates. Selecting an incorrect year causes Percentile Lines on the Individual Graphs to be repeated in oddly shaped patterns as will making any changes in the windows once testing has begun.

4. Click **Update Benchmark Dates**. A confirmation message appears and informs you the Benchmarking dates have been successfully updated.

The Benchmarking Dates of Assessment have been updated.

**Not Using the Benchmark Assessment?**

If you are a district that has chosen not to use the benchmark assessments in easyCBM, you still must set the windows in order that the percentile lines appear correctly on your individual student graphs for progress monitoring.

The percentile lines that appear on all individual graphs are plotted based off- dates you set for the three benchmark windows; Fall, Winter, and Spring. Failing to set these windows correctly will result in incorrect representation of student growth making interpretation of data more difficult.

**Steps:** Using the range of the original norming windows (provided below), please set all three windows to open and close within one weekend , open on a Saturday and close on a Sunday. Please ensure that you have the correct **year** set for Winter and Spring. This will ensure that the slope on all individual progress monitoring graphs are correct, but teachers will not have access to the benchmark assessments during a school day.

**Progress Monitoring Measures:**

Users moving to this more dynamic platform from the isolated, individual deluxe teacher accounts should pay particular attention to take advantage of the assets available. While teachers may have used eCBM progress monitoring probes before, the platform offers options for **skills, levels and quantity** to support best practices for matching the progress monitoring measure(s) to the intervention(s).

Skills and Levels

Reading Curriculum Based Measures							
These reading areas are based on the "Big Five" constructs of reading reported in the 2000 National Reading Panel report, state, and national standards.							
	READING						
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Basic & Proficient Reading
K	✓	✓	✓	✓			
1	✓	✓	✓	✓	✓		
2				✓	✓	✓	✓
3				✓	✓	✓	✓
4					✓	✓	✓
5					✓	✓	✓
6					✓	✓	✓
7					✓	✓	✓
8					✓	✓	✓

Math Curriculum–Based Measures							PROFICIENT MATHEMATICS MEASURES
BASIC MATHEMATICS MEASURES							
Grade	Numbers and Operations	Geometry	Measurement	Algebra	Data Analysis	Ratios	Proficient Math
K	✓	✓	✓	*	*		✓
1	✓	✓	*	✓	*		✓
2	✓	*	✓	✓	*		✓
3	✓	✓	*	✓	*		✓
4	✓		✓	✓	*		✓
5	✓	✓	✓	✓	*		✓
6	✓	*		✓	*	✓	✓
7	✓	✓	✓	✓	*	*	✓
8	✓	✓	✓	✓	✓	*	✓

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

### Quantity

Each grade level and skill have a specific number of measures provided. The authors have a recommended frequency for administration depending on the measure type. Please review those recommendations and consider how it correlates or conflicts with your own district guidelines. Additional steps may need to be taken at the district level to ensure that you do not run out of measures prior to the end of the school year.

### Recommend Frequency for Progress Monitoring:

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

Once a student completes a specific measure, their score is automatically recorded, and that measure becomes unavailable to them in the future. This means that for each student, measures cannot be repeated once they have completed the final probe within a particular skill area and grade level. If you need to allow a student to retake these measures, you can use the "Bulk Archive" feature found under your Admin tab. This feature resets the student's progress in selected areas, making the measures available again for reassessment or additional practice.