a IBRT project

easyCBM® District Edition

User's Manual

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Developed by the Behavioral Research and Teaching (BRT) research unit in the College of Education at the University of Oregon.

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Chapter 1

easyCBM Overview

easyCBM® is an online system that provides benchmark and progress monitoring assessments and reports in the areas of reading, math, Spanish literacy, and rapid automatic naming (RAN). The easyCBM District Edition is designed to meet the needs of schools and districts, offering a full suite of assessment and reporting options, intervention tracking, and administrative tools to manage schools, teachers, and students.

Features of easyCBM District Edition

Usage	Reporting
• Usable in an RTI framework or as a formative assessment system. • Offers online administration of all measures, including audio and Spanish language support for math. For individually administered measures, teachers can enter student responses online while administering the test to the student. • Assessments can be taken in computer labs, on laptops, and via tablet devices. • Provides access to students at the district, building, teacher, and group levels. Teachers can create their own instructional groups. • Multiple training options, including free online training on test administration and scoring. • Centralizes uploading of student and staff information. • Single sign-on and student rostering via Clever and ClassLink. • Offers ease-of-use for other key staff who require access to the data needed for data-team meetings, student support team meetings, IEP meetings, or other data-oriented meetings.	• Provides benchmark and progress monitoring reports in reading and mathematics for Kindergarten through Grade 8. • Delivers individual printer-friendly PDF Reports ideal for sharing with parents. • Allows teachers to enter intervention information and individual goals for students, which will then appear on student graphs. • Provides group graphs for whole-class performance. • Organizes sortable student rosters and provides customizable color-coding to indicate 'risk level' after each benchmark assessment. • Provides student Lexile measures based on performance on the easyCBM Proficient Reading measure for Grades 2 to 8. • Benchmark reading assessment calculates a composite score across three different measures to provide a better overall indication of student performance.

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

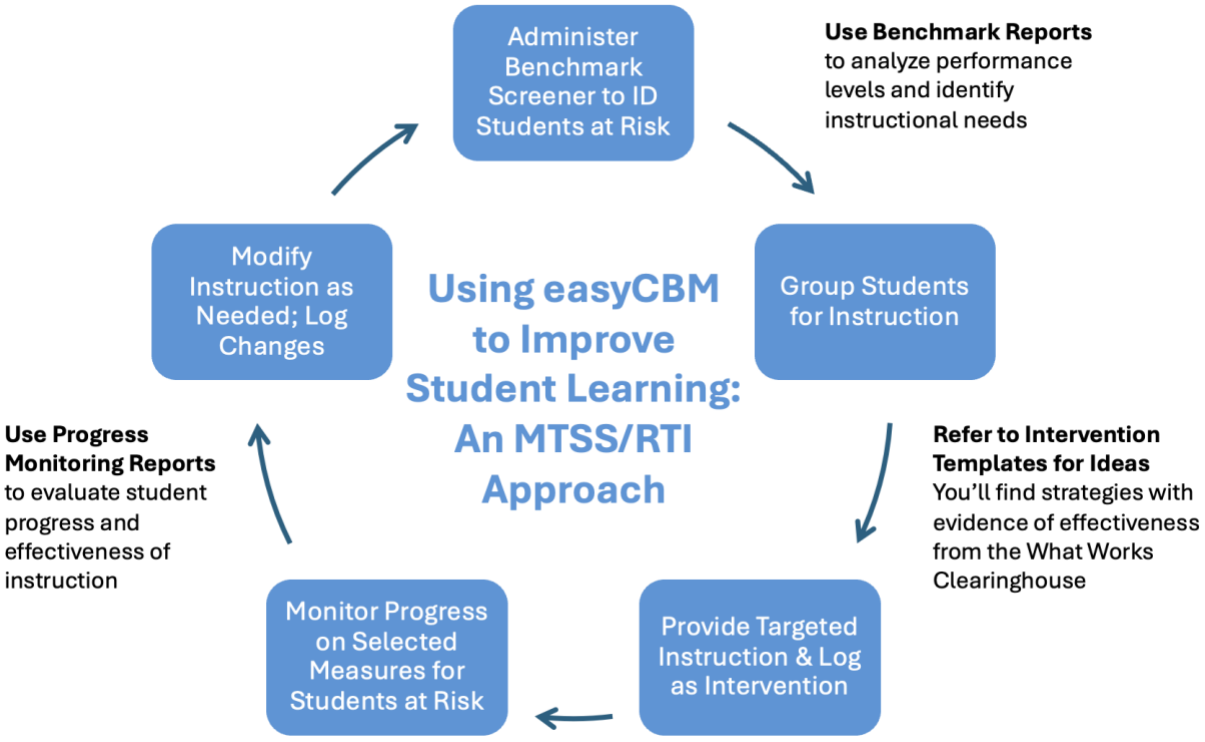
The benchmark assessments and reports can be used to:

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

The progress monitoring assessments and reports can be used to:

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

Figure 1: Using easyCBM to Improve Student Learning



The Development of easyCBM

easyCBM was created by the Behavioral Research and Teaching (BRT) research unit in the College of Education at the University of Oregon. Development began with a grant from the federal Office of Special Education Programs in 2006, bolstered by subsequent grants from the Institute of Education Sciences (IES). In the spring of 2011, the University of Oregon partnered with Riverside Insights to expand easyCBM to support the needs of school- and district-wide implementations. Because of the dynamic nature of the system, information derived from easyCBM reflects the most current research and practice for schools.

Basic Tenets of Curriculum Based Measurement

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

Curriculum Based Measurement (CBM) has a long research history, beginning with Stanley Deno and colleagues at the University of Minnesota. CBM was originally created to assist special education teachers in developing individual education plans and monitoring student progress.

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

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

Interpreting easyCBM Results

When interpreting easyCBM results, it is important to refer to the percentile rank associated with a given raw score at the time of year the measure was administered. These percentile ranks are based on national norms, which are re-calculated and updated every five years. Because of the way percentile ranks work, performance at or near the 50th percentile rank can be interpreted as average performance for students in that grade level at that time of the year. Scores above the 50th percentile rank indicate performance above average for students in that grade at that time of the year, and scores below the 50th percentile rank indicate performance below average for students in that grade at that time of the year. The easyCBM system has a variety of reports designed to help teachers identify students at risk, pinpoint what content they may need additional support to master, and track improvements over time.

Training

Riverside Insights offers a range of different training solutions to suit your specific needs.

Click on the **Resources** tab in your easyCBM account to access our free training site. This site includes videos on topics such as overview of the system, rostering students, setting up a district account, benchmark testing and progress monitoring, and administering and scoring each of the measures.

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

The Resources tab also includes video tutorials on other features including RTI, interventions, goal-setting, and data-based decision-making, as well as various quick guides for administrators, and links to online help and templates for uploading students and teachers.

For more comprehensive or customized training, the Riverside Training Academy (RTA) provides in-depth, on-demand videos, consultations to speak with a training specialist, custom webinars, and on-site workshops using your data.

Chapter 2

easyCBM Measures

easyCBM provides both benchmark and progress monitoring measures for reading, mathematics, and Spanish literacy for Kindergarten through Grade 8 and Rapid Automatic Naming (RAN) for K–1 students.

Benchmark Measures

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

Benchmark measures are designed to assess students' performance on the highest-priority instructional targets in reading and mathematics for each grade level. See the table below for the measures which are administered at each benchmark assessment period by subject and grade. For the system to provide a reading composite score, all applicable reading benchmark measures for that grade level and assessment period must be administered. Measures listed in italics are not required for the composite score.

Grade-Level Benchmark Measures by Assessment Period

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

Math	K–8	Proficient Math *Basic Math**	Proficient Math *Basic Math**	Proficient Math *Basic Math**
Spanish Literacy	K	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds	Syllable Segmenting Syllable Sounds
	1	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading	Syllable Segmenting Syllable Sounds Word Reading Sentence Reading
	2	Word Reading Sentence Reading Vocabulary	Word Reading Sentence Reading Vocabulary	Word Reading Sentence Reading Vocabulary
	3–8	Vocabulary	Vocabulary	Vocabulary

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

Supplemental Measures for Use in Dyslexia Screening

In addition to the measures used for universal screening and progress monitoring, easyCBM includes a Rapid Automatic Naming (RAN) measure that districts can include as part of a dyslexia screener for young students. A Pseudo-Word Reading (PWR) measure is in development. Preliminary test forms for Pseudo-Word Reading are available for download on the **Resources** page, along with a spreadsheet for entering results.

Supplemental Dyslexia Screener Measures by Assessment Period

	Grade Level	Fall Benchmark	Winter Benchmark	Spring Benchmark
RAN	K–1	RAN	RAN	RAN
PWR	K–3	In development	In development	In development

Progress Monitoring Measures

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

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

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

Identifying Students and Measures for Progress Monitoring

The first step in determining which students would benefit from progress monitoring is to administer a grade-level benchmark assessment. If you do not have benchmark data for the student because they transferred into your school between benchmark windows, you can use grade-level progress monitoring forms from the same measures the student would have been tested on at the most recent benchmark assessment. For example, a Kindergarten student who transfers to your school after the fall benchmark window but before the winter benchmark window could be given Letter Names, Letter Sounds, and Phoneme Segmenting progress monitoring forms.

To determine whether a student should receive regular progress monitoring, you should examine their percentile ranks from those measures. To find percentile ranks from benchmark testing results, see the Benchmark Scores Report. For results from progress monitoring forms, use the Individual Graphs to estimate the student's percentile ranks. See **Chapter 22: View Reports and Use Data to Make Decisions** for more information.

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

As a starting point, we provide preliminary progress monitoring suggestions on the Benchmark Scores Report. In most cases, we recommend focusing instruction and monitoring on a single skill. For the

early literacy skills, where students can make rapid progress when given focused instruction, you may wish to monitor two skills at a time.

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

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

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

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

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

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

Frequency of Progress Monitoring

How often to monitor progress depends on two key questions:

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

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

Frequency Guidelines for Administering Progress Monitoring Measures

Measure	Frequency	Comments
Phoneme Segmenting Letter Sounds	Every 1–2 weeks	Students can make rapid progress in these skill areas when they receive in-depth interventions to help accelerate their learning.
Word Reading Fluency Passage Reading Fluency	2 weeks	Students typically take longer to improve in these skill areas.
Vocabulary Basic and Proficient Reading Basic and Proficient Math	3–4 weeks	Students should be tested no more frequently than every three to four weeks with these measures because it takes longer for improvements to take hold and be reflected on test performance.

Reading Measures

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

easyCBM Reading Measures by Component

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

Basic Reading Proficient Reading	Comprehension

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

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

easyCBM Reading Measures Available for Progress Monitoring by Grade

Grade	Letter Names	Letter Sounds	Phoneme Segmenting	Word Reading Fluency	Passage Reading Fluency	Vocabulary	Basic Reading	Proficient Reading
K	✓	✓	✓	✓				
1	✓	✓	✓	✓	✓			
2				✓	✓	✓		✓
3				✓	✓	✓	✓	✓
4					✓	✓	✓	✓
5					✓	✓	✓	✓
6					✓	✓	✓	✓
7					✓	✓	✓	✓
8					✓	✓	✓	✓

Math Measures

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

For benchmark testing, both assessments measure a range of skills closely aligned with a variety of state content standards in mathematics. The Basic Math measures were developed using the National

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

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

Most students should receive benchmark testing on Proficient Math, but for students performing well below grade level (i.e., recently scored at or below the 10th percentile on other Proficient Math forms), Basic Math might provide a more accurate assessment. It is important to remember that these students should still be considered at high risk even if their performance on Basic Math places them at a higher percentile rank.

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

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

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

- Focus on one Basic Math measure type at a time, transitioning to the next measure type after all ten progress monitoring forms have been used for a given type, or
- Rotate through the different Basic Math measures so each gets tested every three weeks (or every four weeks if you also monitor with Proficient Math).

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

easyCBM Math Measures by Content Area

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

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

Spanish Literacy Measures

Spanish language literacy measures are available for Kindergarten through Grade 8. These measures are authentic Spanish measures, created by native Spanish speakers, rather than translations of

English measures, and were developed to be appropriate for assessing students receiving literacy instruction in Spanish. The specific measures available are based on three years of research at the University of Oregon to identify and develop CBMs addressing the ways in which Spanish literacy develops.

easyCBM Spanish Measures

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

Assessment Administration

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

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

The timed fluency measures (the early literacy and fluency measures for both English and Spanish) must be administered individually (one-on-one) with each student. You can conduct live scoring by entering student responses (item-level data) directly into the easyCBM system via a computer or tablet while administering the assessment. A built-in timer is provided for ease of use. We recommend a device with touch screen technology for live scoring, so that students are not aware when an error is being marked (audible 'clicks' to mark errors introduce potential measurement error and should be avoided).

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

easyCBM Test Administration Methods

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

Testing Times

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

Benchmark Testing Time Required by Subject

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

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

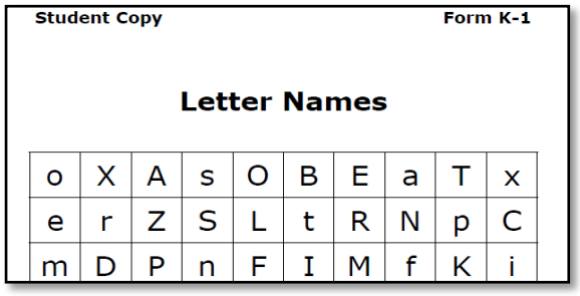
The reading and Spanish progress monitoring forms mirror the benchmark forms for each measure, but for math, the progress monitoring forms are shorter than the benchmark forms. The Basic Math progress monitoring forms take about 8 minutes to complete, while the Proficient Math progress monitoring forms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

Chapter 3

Letter Names

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

Figure 2: Sample Letter Names Measure



Administration Directions

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

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

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

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

Scoring Directions

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

Examples:

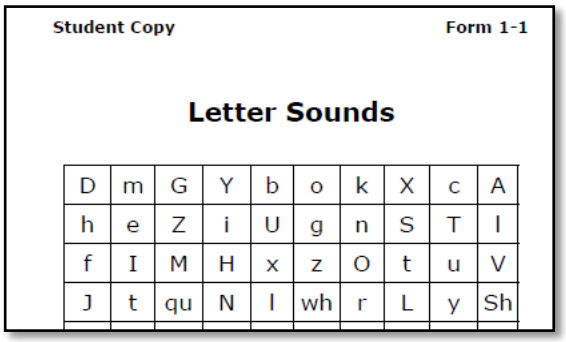
R	B	s	K	j	N	P	~~Z~~	H	o	10
	sc									
M	~~Q~~	p	O	W	e	R	T	Y	U	20

Chapter 4

Letter Sounds

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

Figure 3: Sample Letter Sounds Measure


Student Copy Form 1-1

Letter Sounds

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

Administration Directions

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

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

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

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

Scoring Directions

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

Examples:

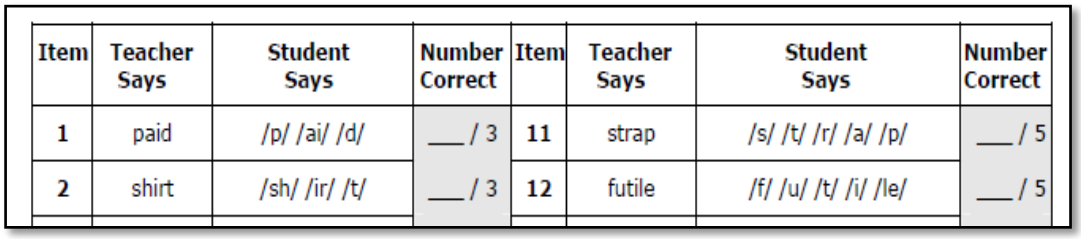
f	I	M	H	x	z	O	t	u	~~Y~~	30
		sc								
J	t	~~qu~~	N	l	wh	r	L	y	Sh	40

Chapter 5

Phoneme Segmenting

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

Figure 4: Sample Phoneme Segmenting Measure



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

Administration Directions

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

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

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

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

Scoring Directions (Paper-and-Pencil)

1. If the student does not get any correct phonemes within the first 5 words, discontinue the test and record a score of zero.
2. Underline each phoneme the student says correctly and give the student 1 point per phoneme. (See Example Item 1 below.)
3. Put a slash through each phoneme the student misses. (See Example Item 2 below.)
4. If the student says a correct sound segment with multiple correct phonemes in the right order, and which is not the whole word, underline the entire segment and give the student 1 point for that segment. (See Example Item 3 below.)
5. Do not penalize the student for adding extra phonemes if the phonemes are separated from the other sounds in the word (see Example Item 4 below). If the student adds the extra phoneme to another phoneme or segment, mark that phoneme or segment as incorrect (see Example Item 5 below).
6. If the student repeats the entire word, circle the word and record a score of zero for that word. (See Example Item 6 below.)
7. Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is "trick," and the student says "tu…ru…i…ku" they would receive 4 out of 4 points. (See Example Items 7 and 8 below.)

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

Examples:

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

Scoring Directions (Live Scoring)

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

Chapter 6

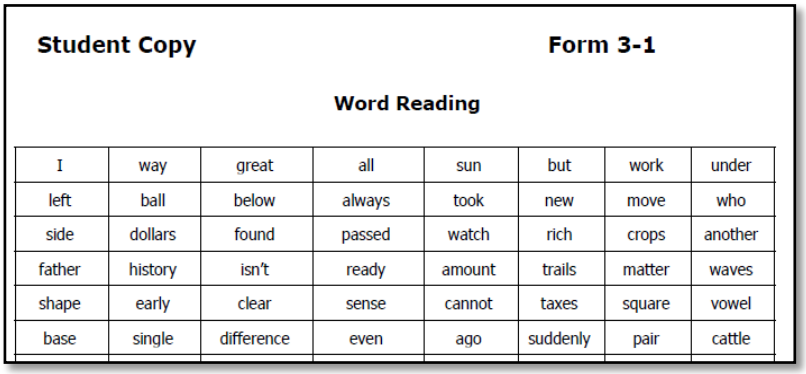
Word Reading Fluency

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

Words for Word Reading Fluency were selected from a variety of sources, including Dolch word lists, online grade-level word lists, and Fry's 'instant 1000 words.' They include words with both regular and irregular sound patterns and in a variety of lengths. The words were piloted in a large multi-grade study in 2006; the difficulty of each word was then calculated, and test forms were constructed to be of equivalent difficulty within each given grade.

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

Figure 5: Sample Word Reading Fluency Measure (Grade 3)



Student Copy **Form 3-1**

Word Reading

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

Administration Directions

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

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

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

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

Scoring Directions

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

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

Examples:

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

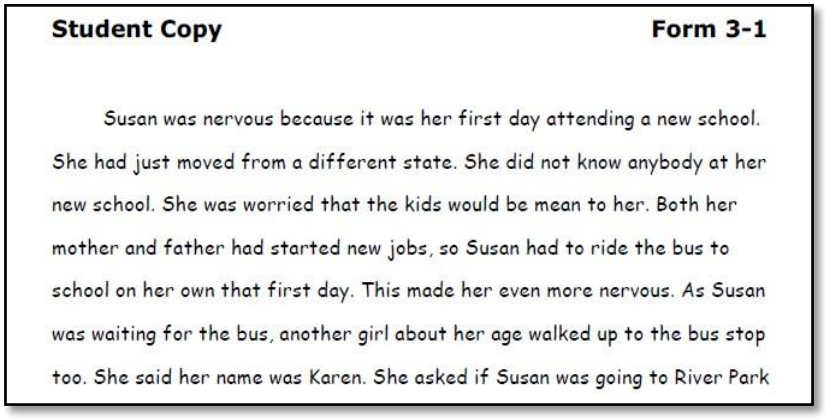
Chapter 7

Passage Reading Fluency

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

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

Figure 6: Sample Passage Reading Fluency Measure



Student Copy **Form 3-1**

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

Administration Directions

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

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

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

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

Scoring Directions

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

Examples:

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

Chapter 8

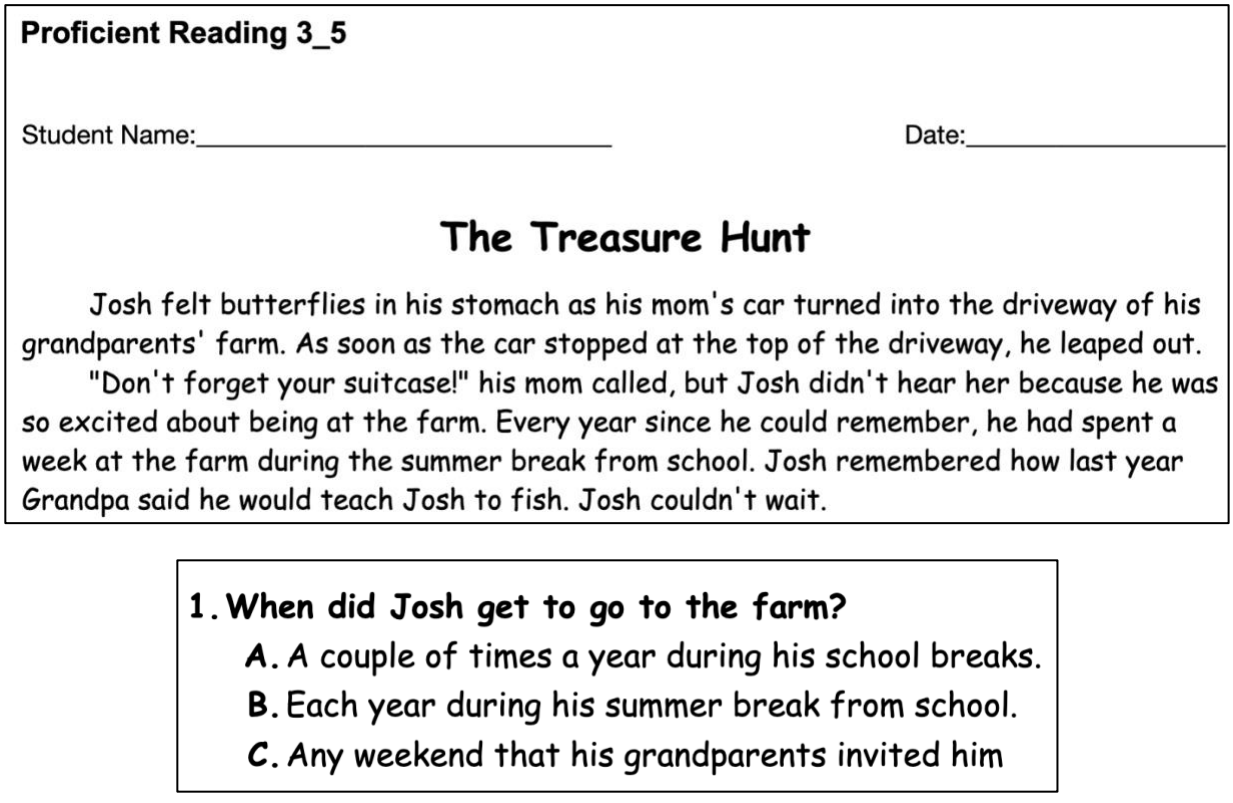
Proficient Reading

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

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

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

Figure 7: Sample Proficient Reading Comprehension Measure



Proficient Reading 3_5

Student Name:_____ Date:_____

The Treasure Hunt

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

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

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

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

Administration Directions

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

Student Online Testing

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

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

Scoring Directions

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

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

Chapter 9

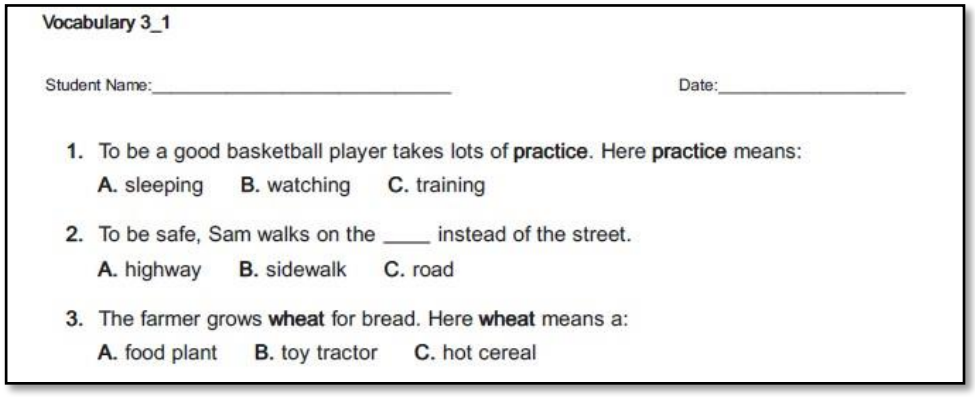
Vocabulary

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

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

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

Figure 8: Sample Vocabulary Measure



Vocabulary 3_1

Student Name:_____ Date:_____

1. To be a good basketball player takes lots of **practice**. Here **practice** means:
   A. sleeping **B.** watching **C.** training
2. To be safe, Sam walks on the ____ instead of the street.
   A. highway **B.** sidewalk **C.** road
3. The farmer grows **wheat** for bread. Here **wheat** means a:
   A. food plant **B.** toy tractor **C.** hot cereal

Administration Directions

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

Student Online Testing

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

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

Scoring Directions

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

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

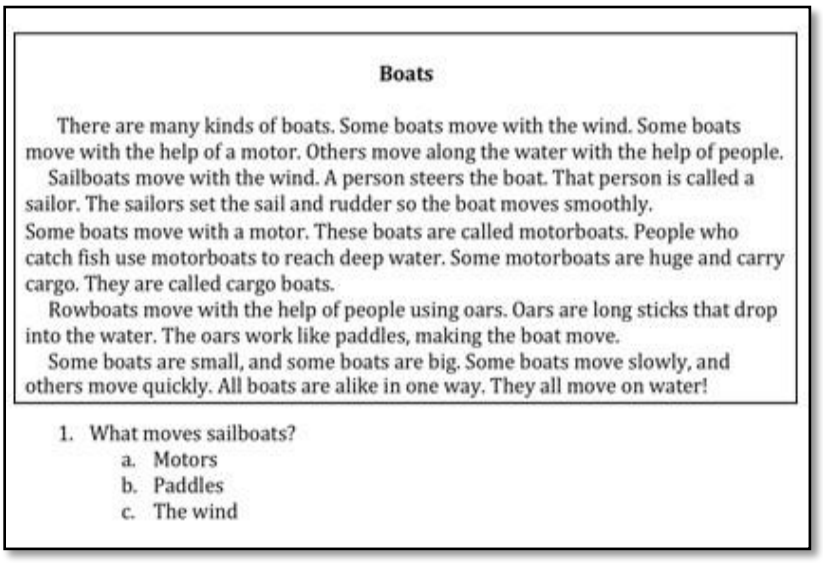
Chapter 10

Basic Reading

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

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

Figure 9: Sample Informational Text Prompt



Boats

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

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

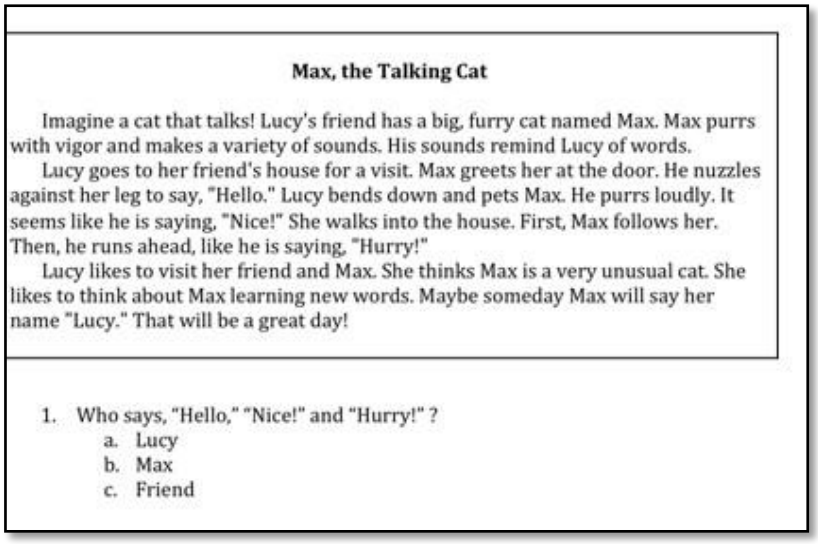
Some boats move with a motor. These boats are called motorboats. People who catch fish use motorboats to reach deep water. Some motorboats are huge and carry cargo. They are called cargo boats.

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

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

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

Figure 10: Sample Short Literary Text Prompt



Max, the Talking Cat

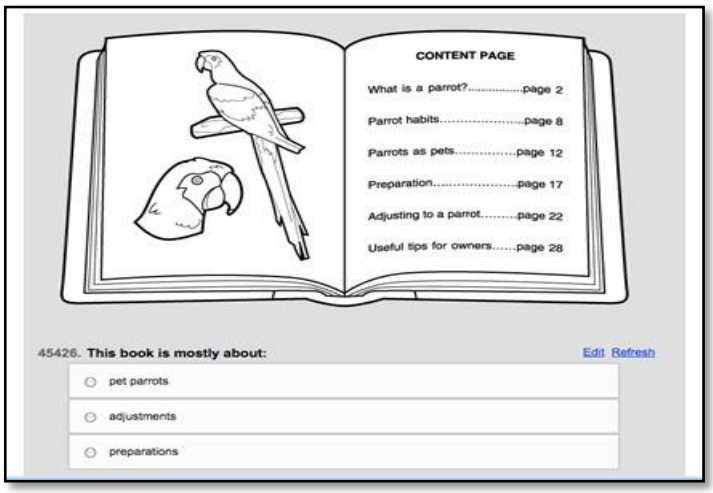
Imagine a cat that talks! Lucy's friend has a big, furry cat named Max. Max purrs with vigor and makes a variety of sounds. His sounds remind Lucy of words.

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

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

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

Figure 11: Sample Read to Perform a Task Prompt



Administration Directions

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

Student Online Testing

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

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

Scoring Directions

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

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

Chapter 11

Spanish Syllable Segmenting

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

The Spanish Syllable Segmenting measure should only be administered to students by assessors who speak Spanish.

Figure 12: Sample Spanish Syllable Segmenting Measure

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

Administration Directions

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

1. This test is administered orally. Do not show the student this scoring sheet (or the easyCBM screen, if conducting live scoring). There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.
2. Read the directions: **"Voy a decir una palabra y debes responder con las sílabas que oyes en la palabra. Por ejemplo, si digo *cama*, debes decir /ca/ /ma/. Si digo *agua,* debes decir /a/ /gua/. Si digo *escuela*, debes decir /es/ /cue/ /la/. Ahora, lo tratamos."**
3. Read the words in order, giving the student time to respond after each word. Mark the student's responses using the instructions in the Scoring Directions section below.

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

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

Scoring Directions (Paper-and-Pencil)

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

Examples:

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

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

Scoring Directions (Live Scoring)

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

Chapter 12

Spanish Syllable Sounds

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

The Spanish Syllable Sounds measure should only be administered to students by assessors who speak Spanish.

Figure 13: Sample Spanish Syllable Sounds Measure

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

Administration Directions

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

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

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

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

Scoring Directions

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

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

Examples:

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

Chapter 13

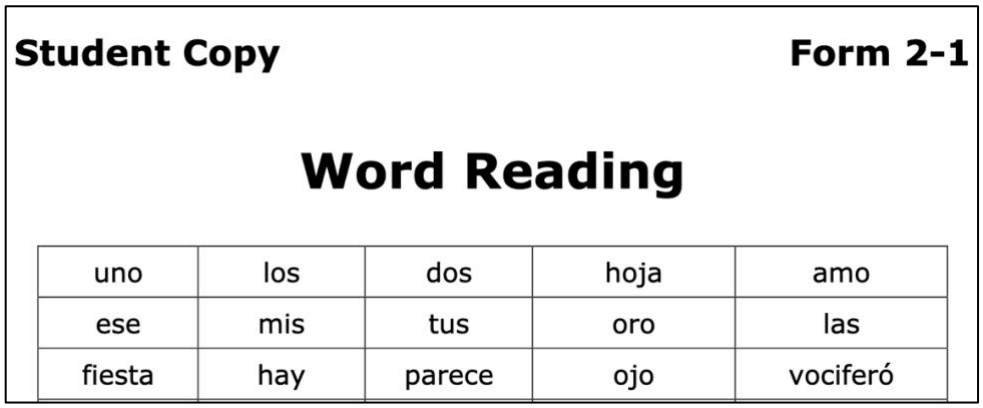
Spanish Word Reading

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

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

The Spanish Word Reading measure should only be administered to students by assessors who speak Spanish.

Figure 14: Sample Spanish Word Reading Measure



Student Copy **Form 2-1**

Word Reading

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

Administration Directions

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

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

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

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

Scoring Directions

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

Examples:

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

Chapter 14

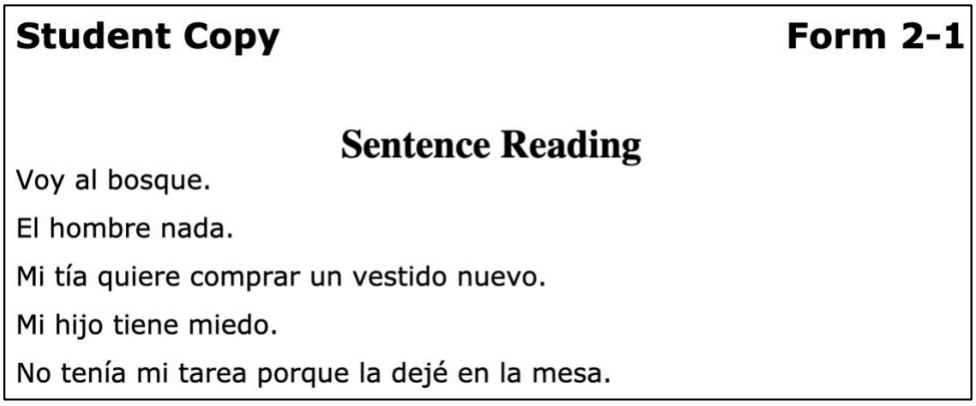
Spanish Sentence Reading

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

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

The Spanish Sentence Reading measure should only be administered to students by assessors who speak Spanish.

Figure 15: Sample Spanish Sentence Reading Measure



Administration Directions

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

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

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

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

Scoring Directions

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

Examples:

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

Chapter 15

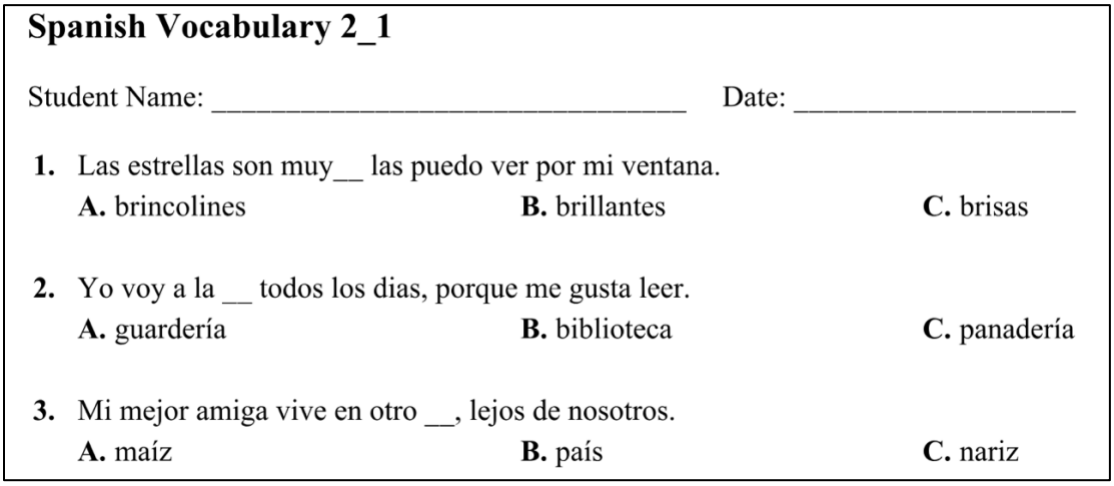
Spanish Vocabulary

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

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

The Spanish Vocabulary measure should only be administered to students by assessors who speak Spanish.

Figure 16: Sample Spanish Vocabulary Measure



Spanish Vocabulary 2_1

Student Name: _____ Date: _____

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

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

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

Administration Directions

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

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, you can show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing: **"¿Ve esta página en tu pantalla? Aquí, donde dice 'Select your Group', elija 'All Students'. A continuación, seleccione su nombre de la lista."** Give students time to select their name. **"A continuación, donde dice 'Select the Test', tomará la prueba que se llama 'Spanish Vocabulary for Fall.' ¿Lo ve en su lista? Continúe y selecciónelo, pero no haga clic en el botón todavía."** Give students time to select the test. **"Lea cada elemento y elija la mejor respuesta, luego haga clic en el botón 'Next' para continuar. Esta prueba no cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Cuando haya terminado, lea en silencio hasta que todos los demás hayan terminado. Durante la prueba, no puedo ayudarlo con las respuestas pero levante la mano si tiene algún problema con su computadora / tableta. ¿Listo? Empieza."**
3. Here is an example of what to say for benchmark testing for students who have logged into easyCBM previously and don't require the demonstration: **"Hoy vas a hacer el examen que se llama 'Spanish Vocabulary for Winter.' ¿Lo ve en su lista? Continúe y selecciónelo, pero no haga clic en el botón todavía. Esta prueba no cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Cuando haya terminado, lea en silencio hasta que todos los demás hayan terminado. Durante la prueba, no puedo ayudarlo con las respuestas, pero levante la mano si tiene algún problema con su computadora / tableta. ¿Listo? Empieza."**
4. During the test, walk around the room to monitor what students are doing and help them stay on task.

Paper-and-Pencil
1. Hand out student copies of the test form to each student. 2. Say, **"Hoy vas a hacer una prueba de vocabulario. No cuenta para su calificación, pero nos ayudará a decidir lo que debemos cubrir en clase. Por favor, haz lo mejor que puedas. Comience escribiendo su nombre y la fecha en la parte superior de la página. Lee cada ítem y encierra en un círculo la mejor respuesta. ¿Listo? Empieza."** 3. During the test, walk around the room to monitor what students are doing and help them stay on task.

Scoring Directions

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

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

Chapter 16

Basic Math

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

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

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

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

For student online testing, all math items that require reading come with a 'read aloud' option. Students can click a speaker icon and have the math item read aloud to them. This accommodation is included because the assessment is intended to measure students' math skills, not their reading skills. The read-aloud option provides struggling readers access to the test, allowing them to demonstrate their math competencies that otherwise may be impeded by their reading deficiencies. It is important that students have headphones available in the computer lab when testing so they can use the read aloud option if needed.

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

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

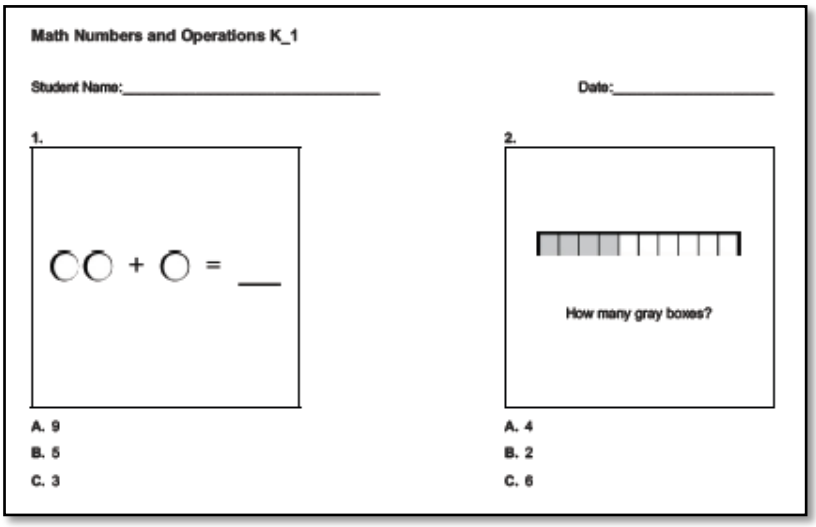
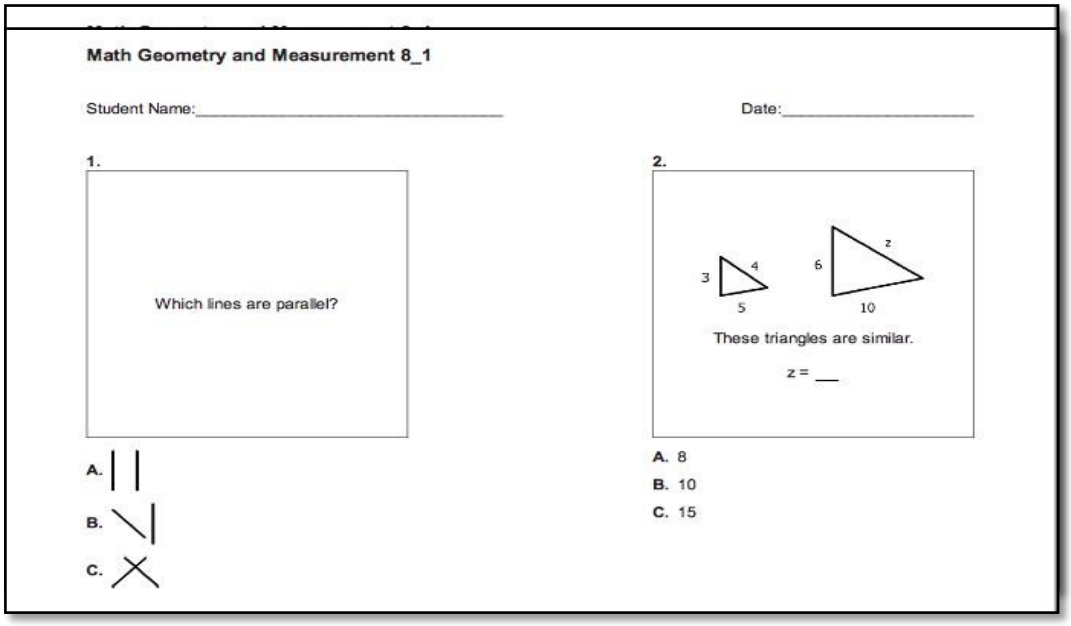


Figure 18: Sample Basic Math Geometry and Measurement Measure (Grade 8)



Administration Directions

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

Student Online Testing

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

4. During the test, walk around the room to monitor what students are doing and help them stay on task.

Paper-and-Pencil

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

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

Scoring Directions

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

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

Chapter 17

Proficient Math

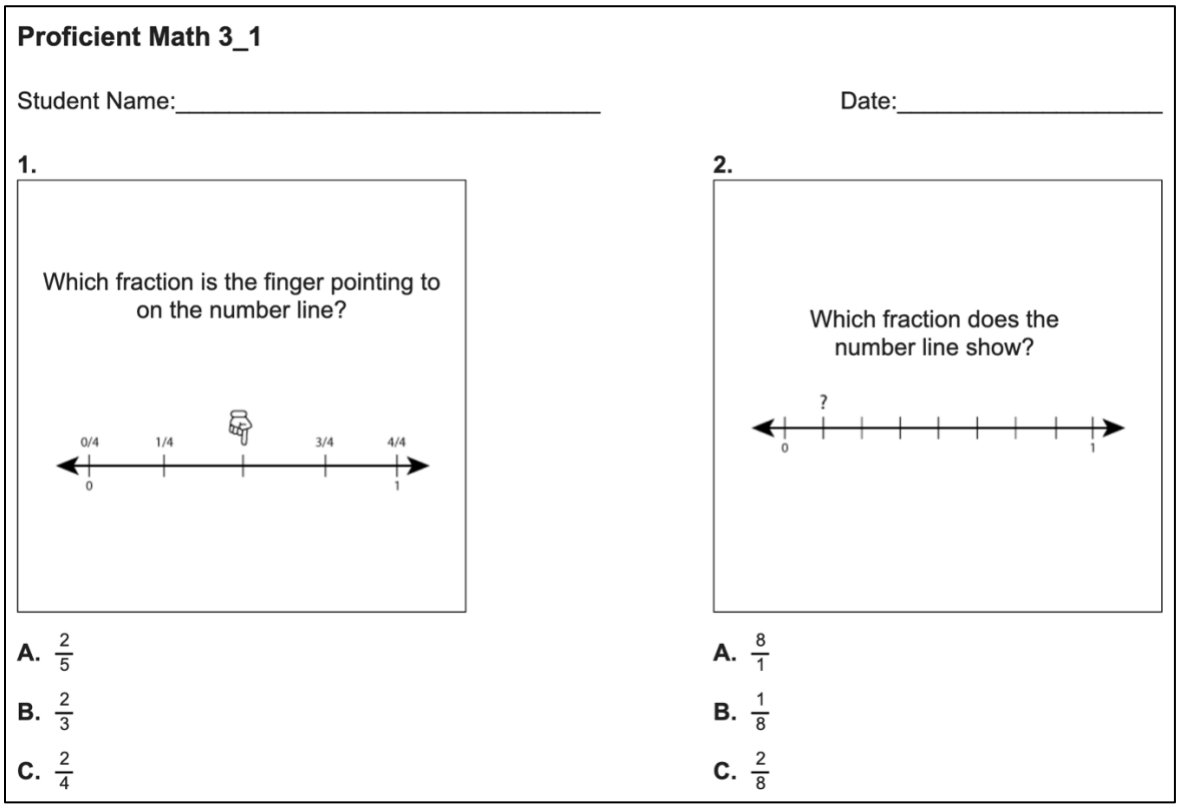
Proficient Math is an untimed assessment for Grades K to 8 that measures students' mastery of mathematics skills. Students can complete the Proficient Math assessment either online or via paper-and-pencil, and it can be administered to multiple students at once. The total score is the number of items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

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

For student online testing, all math items that require reading come with a 'read aloud' option. Students can click a speaker icon and have the math item read aloud to them. This accommodation is included because the assessment is intended to measure students' math skills, not their reading skills. The read-aloud option provides struggling readers access to the test, allowing them to demonstrate their math competencies that otherwise may be impeded by their reading deficiencies. It is important that students have headphones available in the computer lab when testing so they can use the read aloud option if needed.

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

Figure 19: Sample Proficient Math Measure (Grade 3)



Administration Directions

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

Student Online Testing

1. You can either log in to easyCBM for each student, selecting their name and appropriate test form, or you can walk them through how to log in and indicate which test form they should select.
2. If the students have never logged into easyCBM before, you can show them how. You will need a computer connected to a display that all the students can see. Here is an example of what to say for Fall benchmark testing: **"Does everyone see this page on your screen? Here,**

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

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

Paper-and-Pencil

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

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

Scoring Directions

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

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

Chapter 18

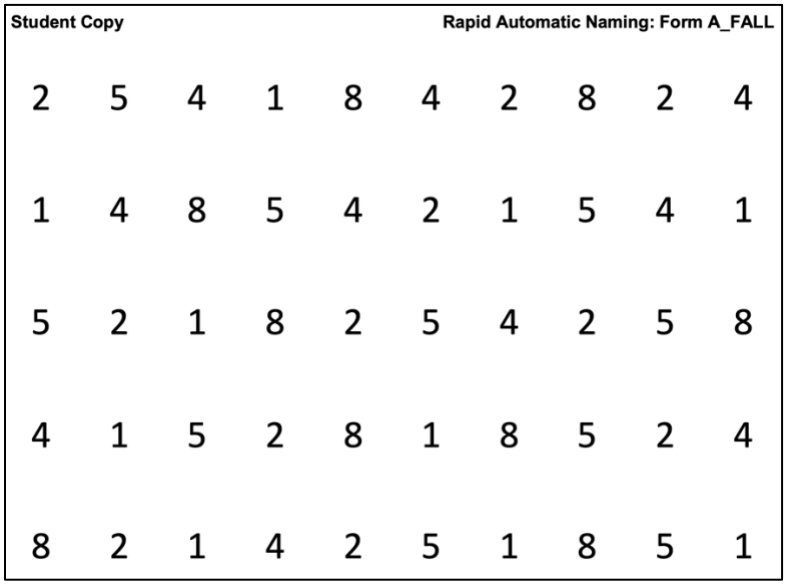
Rapid Automatic Naming

Rapid Automatic Naming (RAN) is an individually administered measure for Kindergarten and Grade 1 which assesses students' ability to quickly and accurately identify common items (in this case, single-digit numbers). The measure is often used as one source of data for early identification of students who might have dyslexia.

The student is first presented with a list of practice items to confirm they know the names of the different numbers used on the test. Students who are unable to correctly identify all practice items should not receive the RAN measure.

Once a student has confirmed they have the basic knowledge required to participate in the measure, they are given a table of single-digit numbers and asked to read across the rows from left to right, then down to the next row. Once they've completed the entire form, they are asked to repeat the process with a second form. The student's score is the number of correct digits per minute, calculated by adding together the total number of correct digits across both forms, divided by the total time taken for both forms.

Figure 20: Sample RAN Measure



Administration Directions

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

1. Place the Student Copy of the "Rapid Automatic Naming: Practice Items" sheet in front of the student.
2. Read the directions: **"Tell me the name for each of these numbers."**
3. If the student does not correctly name all five numbers, stop here and do not administer the RAN measure. If the student correctly names each number, follow the steps below to administer both Forms A and B.
4. Place the Student Copy of Form A in front of the student. Lay a place marker over the form to cover all the rows except for the first.
5. Read the directions: **"When I say begin, name all the numbers on this page. 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. **"Go as quickly as you can. Any questions? ... Ready? ... Begin."**
6. As the student reads the numbers from the Student Copy of the test, mark the results using the instructions in the Scoring Directions section below.

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

   Paper-and-Pencil: Follow along using the Assessor Copy of the test and a physical stopwatch.
7. Start the stopwatch when the student names the first number, and stop the stopwatch when the student names the last number. Before clearing the stopwatch, record the number of digits named correctly, the number of errors, and the amount of time (in seconds) that the student took to complete the test.
8. Repeat the process with Form B.

Scoring Directions

1. Put a slash through any number the student misses. When live scoring via easyCBM, you can do so by clicking on the number.
2. If the student makes an error then self corrects within 3 seconds, count it as correct. When live scoring with easyCBM, just click on the number a second time to remove the slash. When scoring on paper-and-pencil, write "SC" above the word.
3. If the student hesitates more than 3 seconds on a number, supply the number, put a slash through the number, and count it as incorrect.
4. If the student skips a number, put a slash through the number and count it as incorrect.
5. If the student clearly loses their place, point to the next number.
6. For each form, count and record the number of digits named correctly, the number of errors, and the amount of time (in seconds) that the student took to complete the test.
7. The easyCBM system will calculate the student's Correct Digits per Minute score for you.

Chapter 19

Using easyCBM District Edition

easyCBM District Edition offers a full suite of assessment and reporting options designed to meet the needs of schools and districts. This chapter covers the basic usage of the system for all types of users. For information on how district administrators can manage district-level settings and student enrollment, see **Chapter 20: Managing easyCBM District Edition - Tools for Head Administrators**.

Steps in Using easyCBM District Edition

1. Log in to easyCBM.
2. Assign students to groups.
3. Assess students.
4. View reports and use data to make decisions.
5. Assign students to interventions.

See the directions below for each step.

Log in to easyCBM

If you are logging in to your easyCBM account manually, go to your district's login portal, which will look something like this:

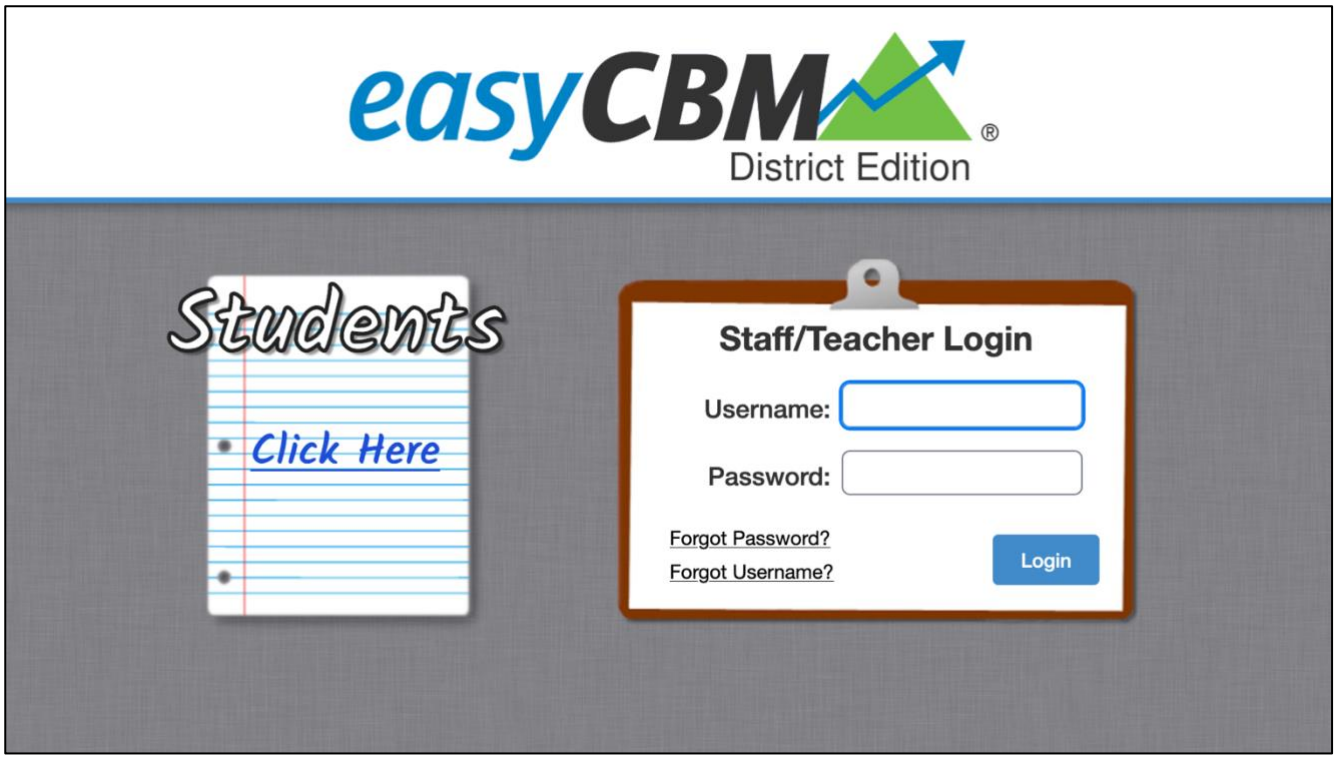
https://mydistrict-st.easycbm.com/

... where **mydistrict** is an abbreviated version of your district name and **st** is the two-letter postal code for your state. If you're not sure of the address for your login portal, speak to a school or district administrator.

Enter your username and password, then click on the **Login** button. If you don't remember your username or your password, click on the appropriate link and follow the instructions provided.

If you are using ClassLink, log in to easyCBM through ClassLink's LaunchPad or visit your district's easyCBM portal and click on the login button. If you are using Clever, log in to easyCBM through the Clever Portal or visit your district's easyCBM portal and click on the login button. If you are logging in via SAML, use your district's dashboard if you have one or visit your district's easyCBM portal and click on the login button.

Figure 21: easyCBM District Edition Login Page



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

Students - View your students and manage groups.

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

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

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

Resources - Find links to documentation, guides, training options, and research information.

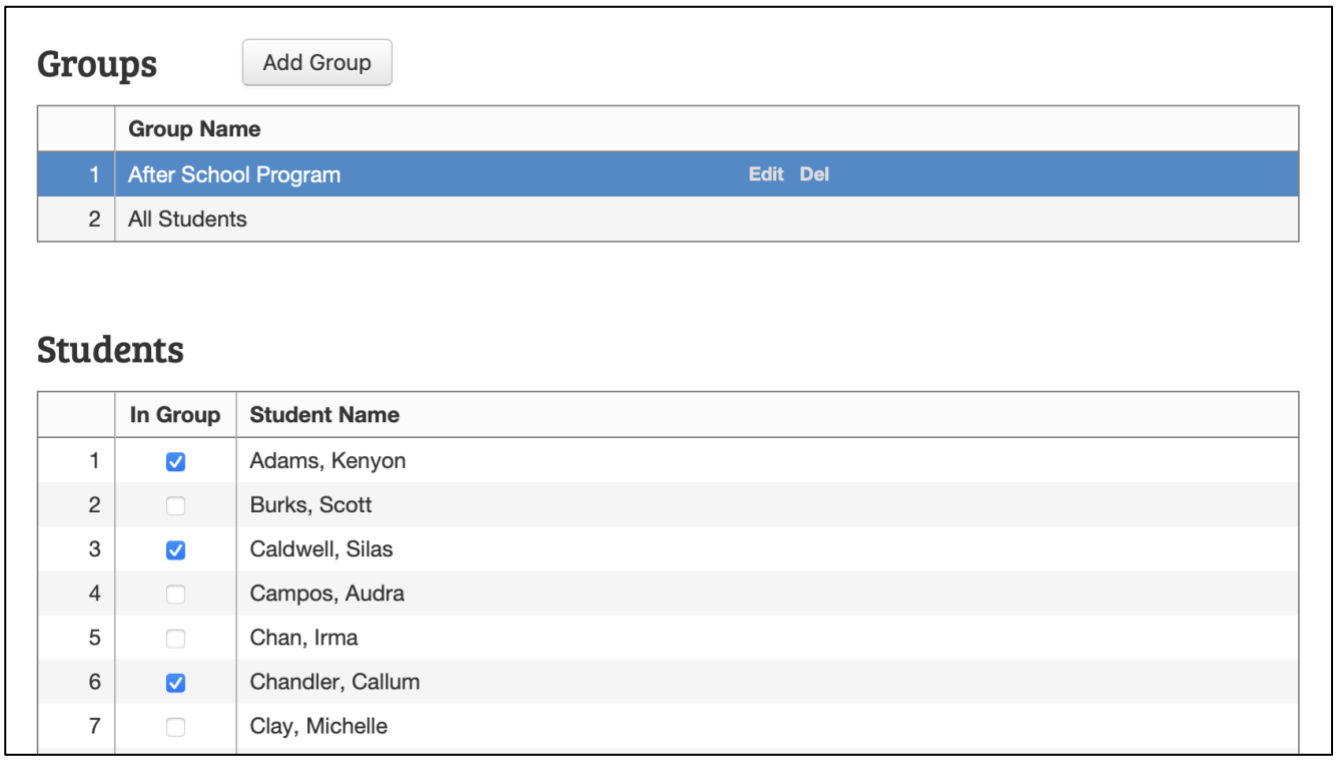
Account - Change your password.

Students and Groups

To view students and manage groups, click on the **Students** tab. You will see a list of your current groups and students. Click on a group name to see which of your students is assigned to that group.

Click on **Edit** to change the name of a group, or **Del** to delete the group. You can't edit or delete the "All Students" group.

Figure 22: Students Tab



Group Your Students

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

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

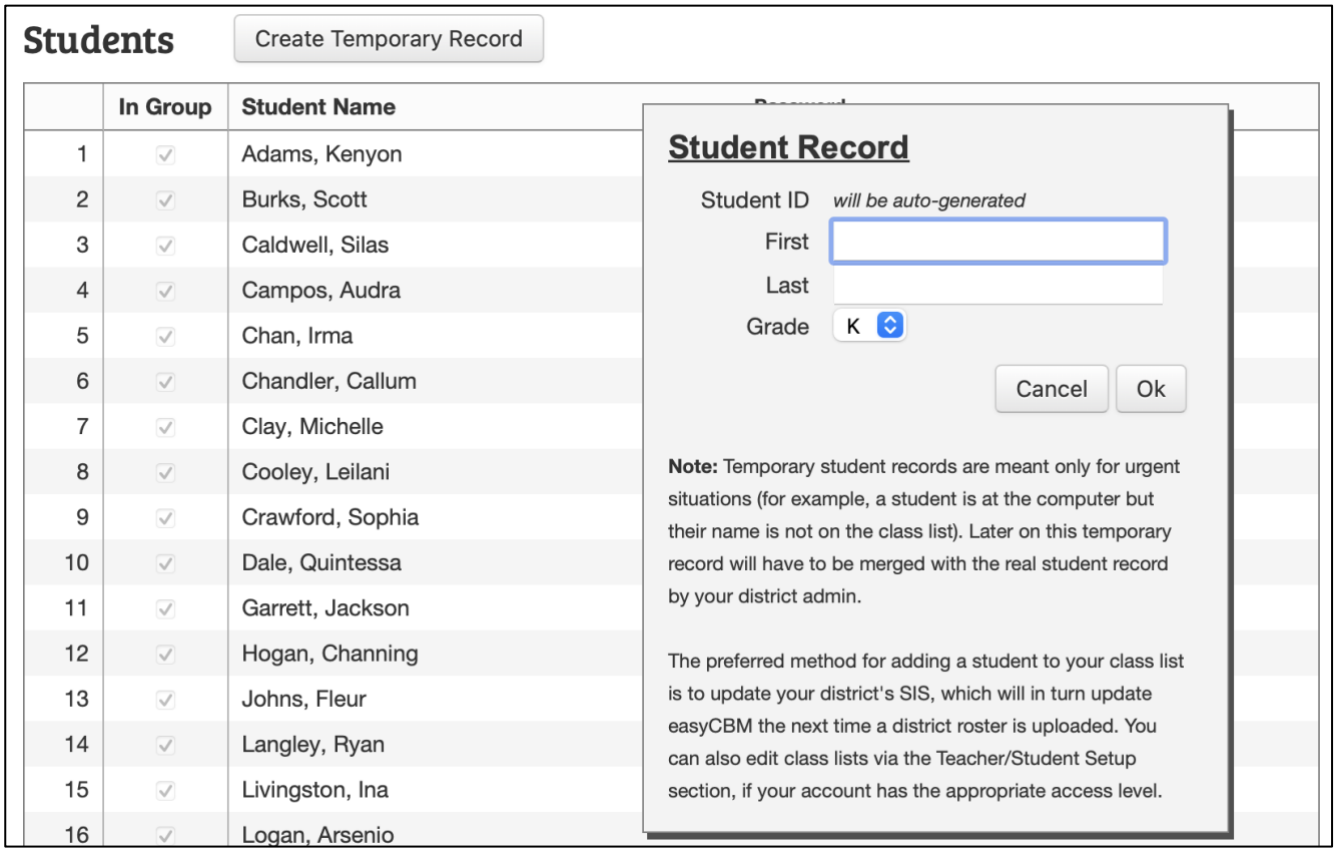
Groups can serve different purposes. Before testing, you might group students by grade to organize them. After benchmark testing, you might create and assign additional groups based on student performance, the intervention programs you intend to use, or to cluster students to have their results displayed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

Student Enrollment and Temporary Records

Student enrollment is managed at the district level, either by import file or by automated rostering. This includes updates during the school year, such as students entering or leaving your school, or students who change grades mid-year. If a change to your students is not reflected in easyCBM, check with the appropriate school or district administrator for details.

If you need to test a new student before your district has added that student to easyCBM, districts may choose to enable an optional feature that allows you to create a temporary record for that student. If that feature is enabled, you'll have an additional button labeled **Create Temporary Record**.

Figure 23: Create Temporary Record



When you create a temporary record, easyCBM adds a student record with a fake Student ID (such as *easycbm_13212*). You can test or enter data for a student with a temporary record. However, that data will not be connected with the student's real record until the real record has been imported and a Head Administrator user has merged the two records together. For details, see the **Temporary Student Records** section in **Chapter 20: Managing easyCBM District Edition - Tools for Head Administrators**.

Teacher/Student Setup

Building, District, and Head Administrator users will have an additional page on their Students tab, labeled Teacher/Student Setup, which allows them to manually assign students to teachers. This is in addition to any teacher/student assignments added by the student import or synchronization. Depending on the configuration settings for a particular building, teachers may have access to this feature as well, for assigning students to themselves. For more information, see the **Buildings and Building-Level Access** section in **Chapter 20: Managing easyCBM District Edition - Tools for Head Administrators**.

Assess Students

easyCBM offers individually administered assessments for early literacy and fluency, and group-administered assessments for vocabulary, comprehension, and mathematics. For more information on conducting student online testing for the group-administered assessments, live scoring of the individually administered measures within the easyCBM system, or entering data from paper-and-pencil testing, see **Chapter 21: Assessing Students**.

View Reports and Use Data to Make Decisions

The easyCBM system offers a full suite of reports to help guide instructional decision-making. For more information, see **Chapter 22: View Reports and Use Data to Make Decisions**.

Assign Students to Interventions

easyCBM District Edition allows you to enter and track intervention records for your students via a fully featured template-based system. For more information, see **Chapter 23: Assign Students to Interventions.**

Chapter 20

Managing easyCBM District Edition - Tools for Head Administrators

User accounts with the Head Administrator role have access to additional features for managing the account at a district-wide level. Most administrative tools can be found by clicking on the **Admin** tab.

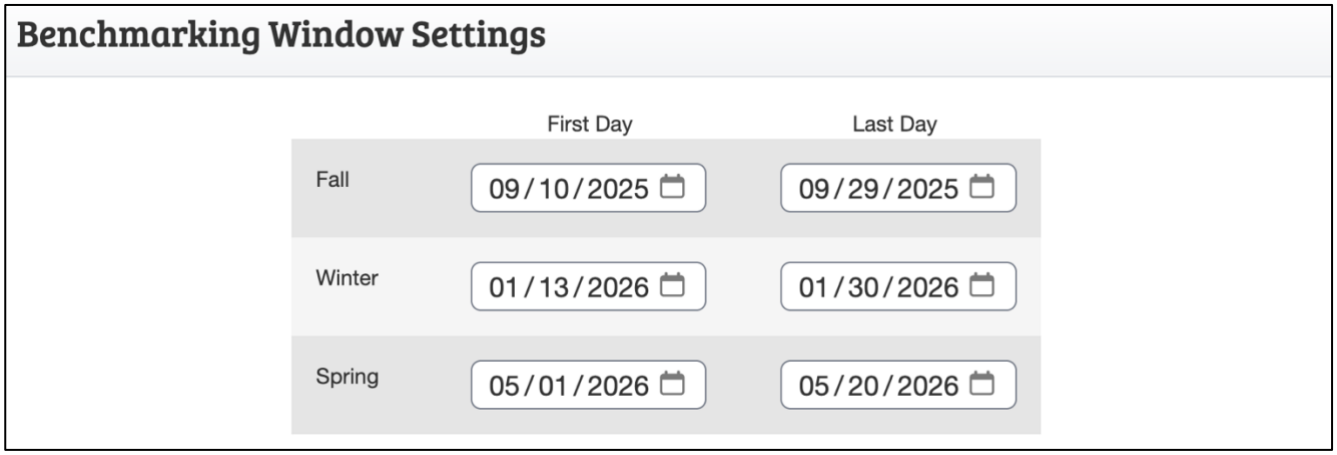
Manage System Settings and Set Your Benchmark Testing Windows

To manage the basic system settings for your district, click on the **Admin** tab, then on **Manage System Settings**. See below for more details about each of the settings.

Benchmark Window Settings

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

Figure 24: Benchmark Window Settings



We recommend making the testing window as short as reasonably possible so all your students' benchmark scores are gathered at approximately the same time each season.

Percentile Line Thresholds

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

Default Percentile Line Thresholds and Ranges

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

** Note: The grey percentile line on graphs is set to the 50th percentile to indicate typical grade-level performance. This line cannot be modified, but will be hidden if you set one of the other lines to the 50th percentile. There is no grey color-coding on other reports. Instead, the white color-coding represents the range between the yellow and green lines.*

Figure 25: Percentile Line Thresholds

Enable Measures

This section allows you to turn on and off the following optional measures:

- Proficient Math
- Basic Math
- Basic Reading
- Spanish Literacy
- RAN (Rapid Automatic Naming)

Enable Features

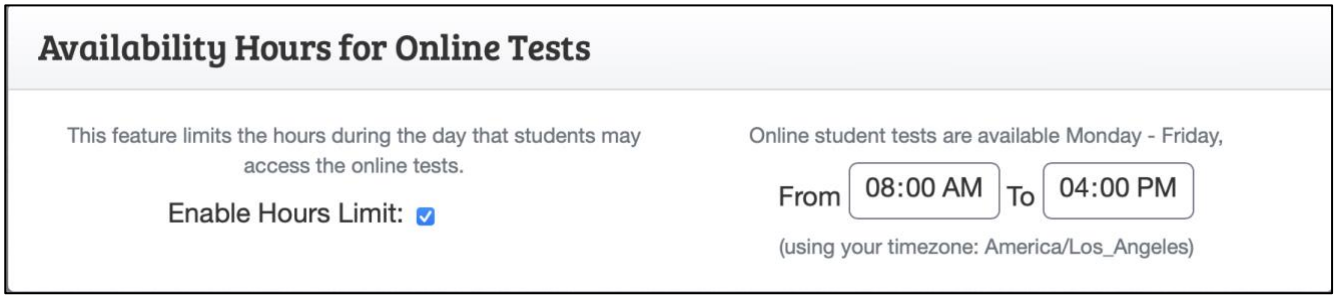
This section allows you to turn on and off the following optional features:

- Spanish Math Accommodation
- Student Passwords
- Temporary Records
- The Lexile® Framework for Reading

Availability Hours for Online Tests

You can set the hours of availability for online testing to prevent students from logging in outside of school hours. To do so, click the checkbox for Enable Hours Limit, then set the start and end times you wish to allow. Students will only be able to log in on weekdays during those hours.

Figure 26: Availability Hours for Online Tests



Manage User Sign-on and Rostering

easyCBM District Edition supports multiple options to manage your user sign-on and rostering.

ClassLink	ClassLink integration offers **automated rostering** for student enrollment and teacher/staff records, and **single sign-on** for easy management of user logins.	Contact Riverside customer support for details.
Clever	Clever integration offers **automated rostering** for student enrollment and teacher/staff records, and **single sign-on** for easy management of user logins.	Contact Riverside customer support for details.
SAML	SAML integration offers **single sign-on** for easy management of user logins. This solution can be used for students, teachers/staff, or both. SAML does not offer rostering, so you will need to pair it with the Automated Uploads option below.	Contact Riverside customer support for details.
Automated Uploads	Districts can automate the construction of their upload files from their SIS, then upload those files to Riverside's SFTP site for nightly importing.	See Appendix B for the file formats for upload files, and contact Riverside customer support to set up the automated uploads.
Manual Uploads	Districts can create upload files by exporting from their SIS, then import those via easyCBM's upload tools.	See below for instructions.

Tools for Manual Uploads

There are three upload tools for importing data into easyCBM, all available on the **Admin** tab:

- Upload Users File (under the User Accounts heading)
- Upload Student Roster File (under the Student Records heading)
- Upload Teacher/Student Associations (under the Student Records heading)

The users file creates easyCBM user accounts for your teachers and administrators, while the student roster file includes your current, active students and the grades and buildings to which they are assigned. You must upload the users and student rosters before you can upload the teacher/student associations.

Create the import files as specified in **Appendix B: Upload File Formats**, then select each of the manual upload tools (in the order listed above) and follow the directions on the screen.

File Formats for Manual and Automated Uploads

Both the manual and automated uploads use the same file formats. See **Appendix B: Upload File Formats** for detailed specifications on the three file types.

Other Administrative Features

Managing Student Records

To manage a student manually, go to the **Admin** menu, then click on **Manage Student Records**. Enter the student's last name or Student ID and click on the appropriate search button. The next page will display a list of any students matching your search criteria. Click on the student whose details you wish to view.

On that student's page, you can change their name, grade, demographic information, and currently assigned building and teachers. However, all of that information will be overridden the next time your district imports students and rostering information, so make sure the same changes have also been made for your next import, whether via automated rostering or upload files.

From this page, you can also view the student's Assessment History, a list of all the easyCBM tests the student has taken. If a test was entered incorrectly (e.g., for the wrong student), you can delete it here by clicking on the red trashcan icon.

Checking the Number of Students Tested

To compare the number of students tested to the number of licenses your district has purchased, click on the **Analytics** tab, then on **Student Counts**. The number used for licensing purposes can be found at the top of the page, as 'Number of students in the district that have taken an assessment this year.'

Buildings and Building-Level Access

Buildings will be imported into your district account based on the building names in your user upload file (or provided by your automated rostering service). To see your current buildings, go to the **Admin** menu, then click on **Buildings Setup**.

From there, you can add a building manually by clicking on the **Create New Building** button, but be sure to use the exact same spelling of the building name that will appear in your upload files.

You can also click on a building to change its name, delete the building (if no students are assigned to it), or configure the **Teacher Access to Students** feature for this building. There are three options for Teacher Access to Students:

- Strict: Teachers cannot assign additional students to themselves.
- Grade-wide: Teachers can assign additional students to themselves if those students are in the same grade as any of the teacher's other students.
- Building-wide: Teachers can assign any student in the building to themselves.

When a teacher assigns a student to themselves, it doesn't remove that student from any other teachers.

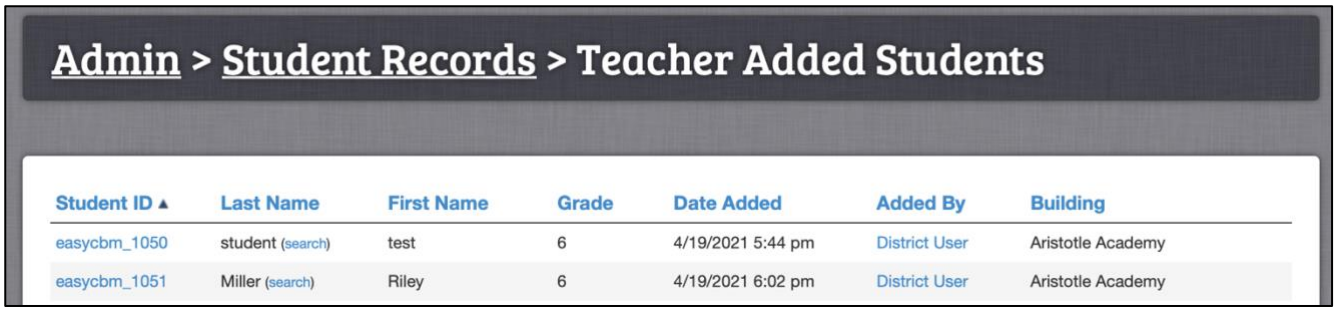
Temporary Student Records

If you've enabled the optional Temporary Records feature, teachers can add a student temporarily so the student can be tested even if they haven't been fully imported into the system yet. Once the student's permanent record has been imported, a Head Administrator will need to merge the two records together.

Before you begin merging the records, make sure you know the Student ID of the student's permanent record. You can find the ID by going to the **Admin** menu, clicking on **Manage Student Records**, and looking up the student by their last name.

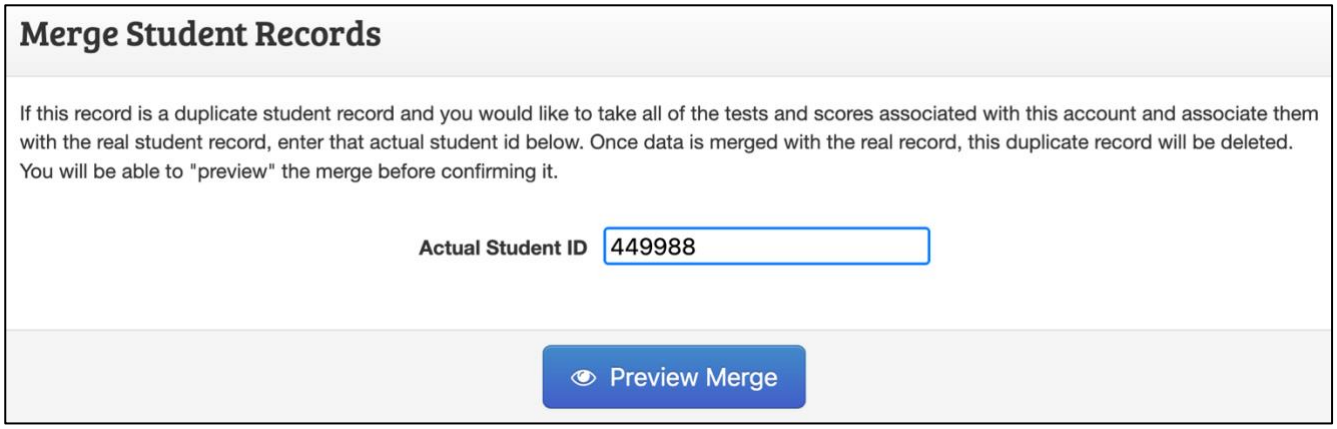
When you're ready to merge the student records, go to the **Admin Menu**, click on **Manage Student Records**, then on the **Show Teacher-Added Records** button. The next page shows a list of temporary records.

Figure 27: Show Teacher-Added Records



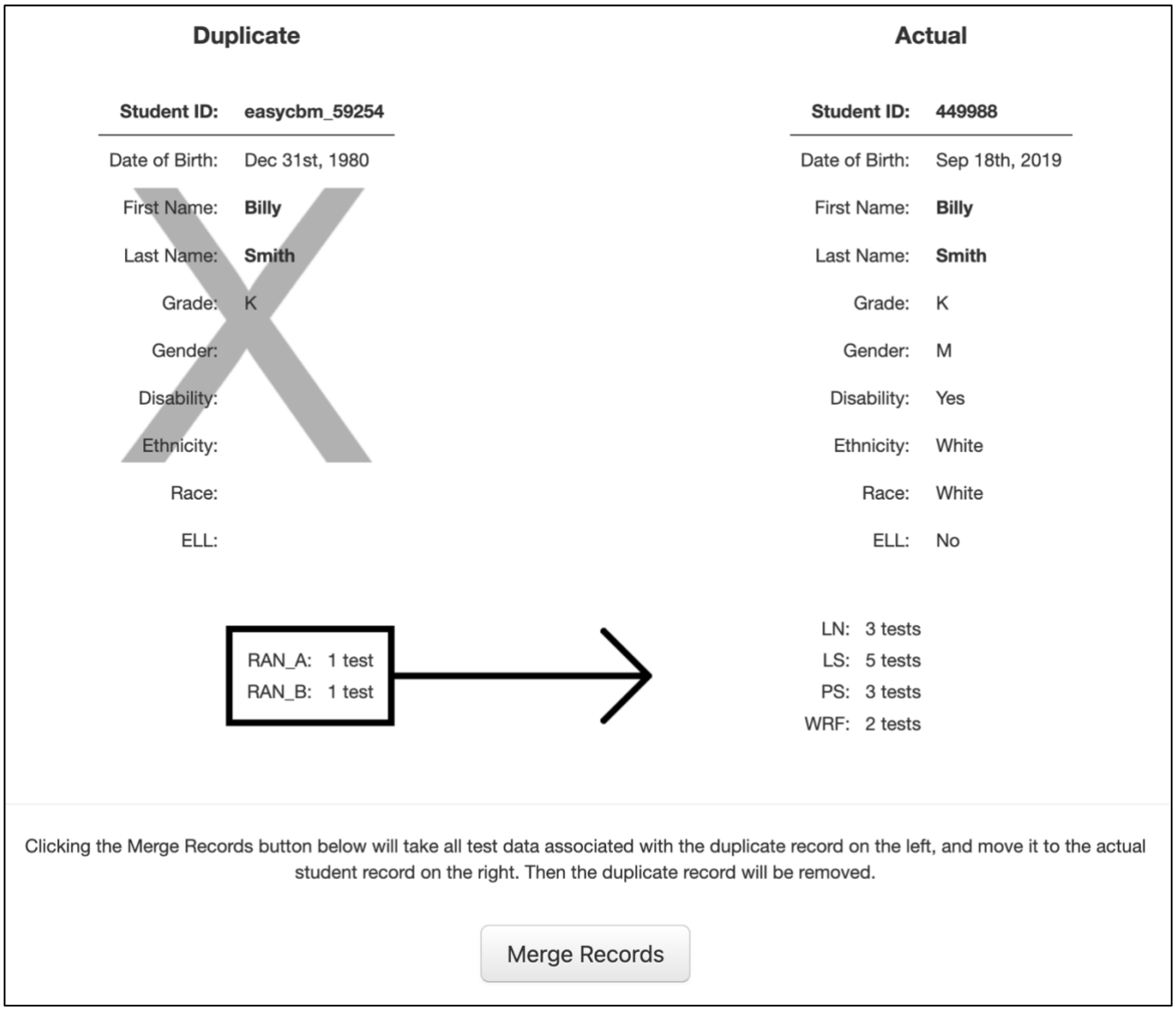
Find the student you want, then click on the fake Student ID (such as *easycbm_13212*) that the system created for this record. That link will take you to a page showing the details about the temporary record. From there, scroll down to the **Merge Student Records** section and enter the student's real Student ID, then click on the **Preview Merge** button.

Figure 28: Merge Student Records



The Merge Preview page provides details about the two records you are merging so you can make sure they belong to the same student and that there are no conflicts with the data. Click the **Merge Records** button to proceed. The temporary record will be deleted, and any tests assigned to it will be moved to the student's permanent record. You'll receive a confirmation message that the merge was successful.

Figure 29: Merge Preview



Archived Assessments and Student Retention

You can retain a student in the same grade the following year by reimporting them with that same grade. However, a student can only take each test form once, so the forms that were administered to the student the previous year will not be available for testing or data entry.

To resolve this issue, you can archive the student's results for a grade level, allowing the student to be reassessed with the forms from that grade. Archived assessments will only appear on a student's individual report, benchmark history, and the **Manage Student Records** page.

To archive a student's assessments, go to the **Admin** menu, click on **Manage Student Records**, and look up the student you wish to archive. When viewing that student's record, scroll down to the **Archived Assessments** section, select the grade level of material you wish to archive, and click on the **Archive Assessments** button. There is also a **Bulk Archive Student Assessments** option on the **Admin** menu if you wish to archive multiple students at once.

Chapter 21

Assessing Students

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

easyCBM Test Administration Methods

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

Student Online Testing

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

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

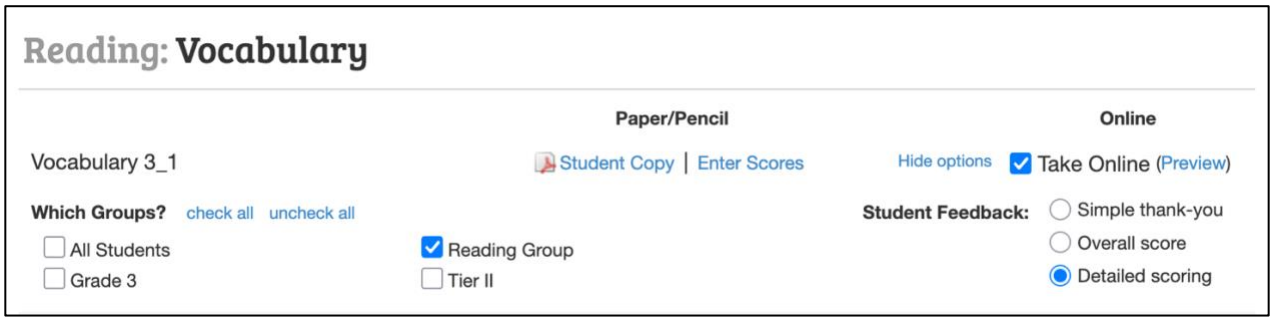
Benchmark Testing

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

Progress Monitoring

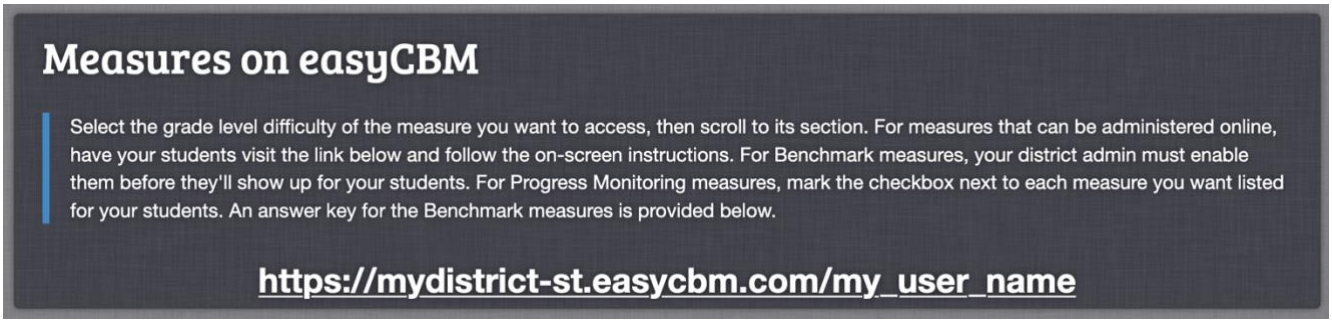
For online testing for progress monitoring, you'll first have to assign the appropriate test forms to your students. You can do so by going to the **Measures** tab and clicking on **Progress Monitoring**. Find the test form you wish to assign and click on **Take Online**. From there, identify which group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

Figure 30: Assigning Online Progress Monitoring Forms to Students



When it's time to administer the online test, direct students to log in via the appropriate method. If they are logging in manually, they will need to use your account URL. You can find the URL on the **Measures** tab under "Measures on easyCBM" at the bottom of the dark gray box. It begins with your district's easyCBM login portal address and ends with your username.

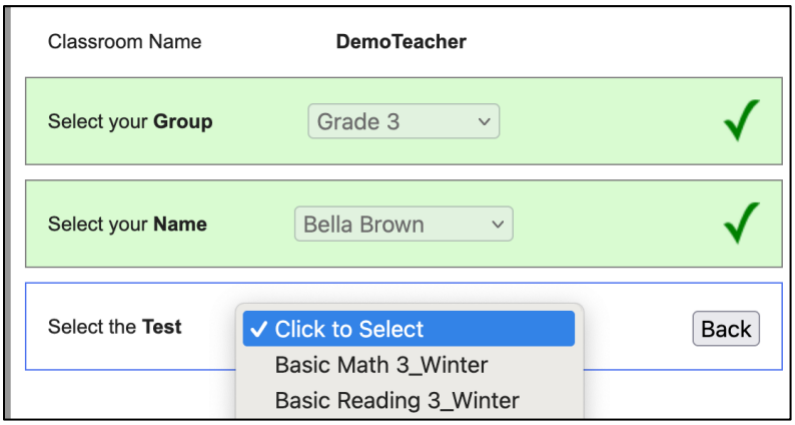
Figure 31: Account URL



If students are logging in via ClassLink or Clever, direct them to access easyCBM through the appropriate portal (Classlink's LaunchPad or the Clever Portal). If students are logging in via SAML, direct them to use your district's dashboard if you have one. If not, have them visit your district's easyCBM portal and click on the login button.

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

Figure 32: Selecting Student Name and Test



Before students begin their tests, you should check that each student has selected their correct name from the drop-down list. Once a student has selected a test, their name will be displayed at the top right corner of the screen. If a student has chosen someone else's name, direct them to go 'back' and select their own name.

To complete the test, students should follow the directions on the screen. If a student is unable to complete testing during one sitting, the system will remember where the student left off and will return to the same item when the student logs back on to the site and selects the same test again.

Live Scoring

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

When live scoring the individually administered measures, you will need to download and print a single Student Copy of the test form for most of the measures (Letter Names, Letter Sounds, Word Reading Fluency, Passage Reading Fluency, RAN, Spanish Syllable Sounds, Spanish Word Reading, Spanish

Sentence Reading). Two individually administered measures (Phoneme Segmenting and Spanish Syllable Segmenting) do not require Student Copies.

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

Benchmark Testing

For live scoring while administering a benchmark form to a student, the current date must fall within one of the benchmark windows. Click on the **Measures** tab. If your benchmark window is open, the Measures tab will default to the **Benchmarks** page and there will be a black arrow pointing to the current testing window. Click on that button or the **Enter Scores** link below it.

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

Although the RAN measure is not a typical benchmark assessment, you access it the same way as you do the benchmark assessments. Click on the **Measures** tab, then on **RAN**, then on the appropriate testing season. There should be a black arrow pointing to the current testing window. Click on that season or the **Enter Scores** link below it. On the next page, select the requested options to display the group of students for whom you wish to enter data. Click the **Edit** button for a student to view a test administration form with a stopwatch. Follow the standardized testing directions to administer both Form A and Form B, then save the results when you're done.

Progress Monitoring

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

The next page will show a copy of the test form and a stopwatch for each student in the group you selected. Follow the standardized testing directions to administer the form, then save the results

when you're done. You can test other students on the same page, or you can return to that page any time you wish.

Paper-and-Pencil with Item-Level Data

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

You can download PDF files of student materials and assessor materials by clicking on the **Measures** tab and then selecting either **Benchmarks** or **Progress Monitoring**. Scroll down to find the test forms you wish to download. For RAN, follow the same steps, but after clicking on the **Measures** tab, select **RAN**.

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

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

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

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

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

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

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

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

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

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

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

A Note Regarding Testing Dates

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

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

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

Chapter 22

View Reports and Use Data to Make Decisions

easyCBM District Edition offers a variety of reports designed to provide useful information to guide decision-making. Benchmark reports enable users to identify specific broad constructs (fluency, vocabulary, comprehension, mathematics) in which students are either struggling or meeting expectations, thus facilitating decisions related to programmatic and curricular supports. Group-level reports provide insights into the specific skills students have mastered or with which they are struggling (such as specific letter sounds or particular objectives within math), fostering informed lesson planning based on student needs. Individual reports enable teachers to monitor the effectiveness of specific interventions for individual students and provide an accessible way to communicate with parents.

The different reports facilitate a number of instructional functions, including:

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

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

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

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

- **Parent Report:** An easy-to-read overview of a student's performance for the current school year, ideal for sharing with parents.
- **Risk Analysis Reports:** A breakdown of the change in students' risk levels from one benchmark assessment to the next.
- **Grade/Measure Comparison Reports:** A customizable view of the percent or number of students within each risk level, broken down by different grades, measures, and seasons.
- **School Comparison Reports:** A customizable view of the percent or number of students within each risk level by grade and measure, broken down by individual schools.
- **Student Reports:** An easy-to-read overview of a student's performance in PDF format, including both benchmark and progress monitoring results.
- **Composite Report:** A tabular report showing scores, percentile ranks, and the new Reading Composite Score for a group of students on a single benchmark assessment.
- **RAN Report:** A tabular report showing student testing results, including the calculated Correct Digits Per Minute score, for the Rapid Automatic Naming measure.
- **Analytics:** A tool to count the number of students tested, broken down by schools or teachers.

The following export tools can be used to download different data stored on easyCBM:

- **Data Exports:** A district-wide export tool for Head Administrator users, with an option to choose either benchmark scores or progress monitoring scores.
- **Exporting Student Performance Data:** A tool to export all benchmark and progress monitoring assessment data for the selected group.
- **Exporting Student Intervention Data:** A tool to export all intervention records for your students.

Benchmark Score Reports

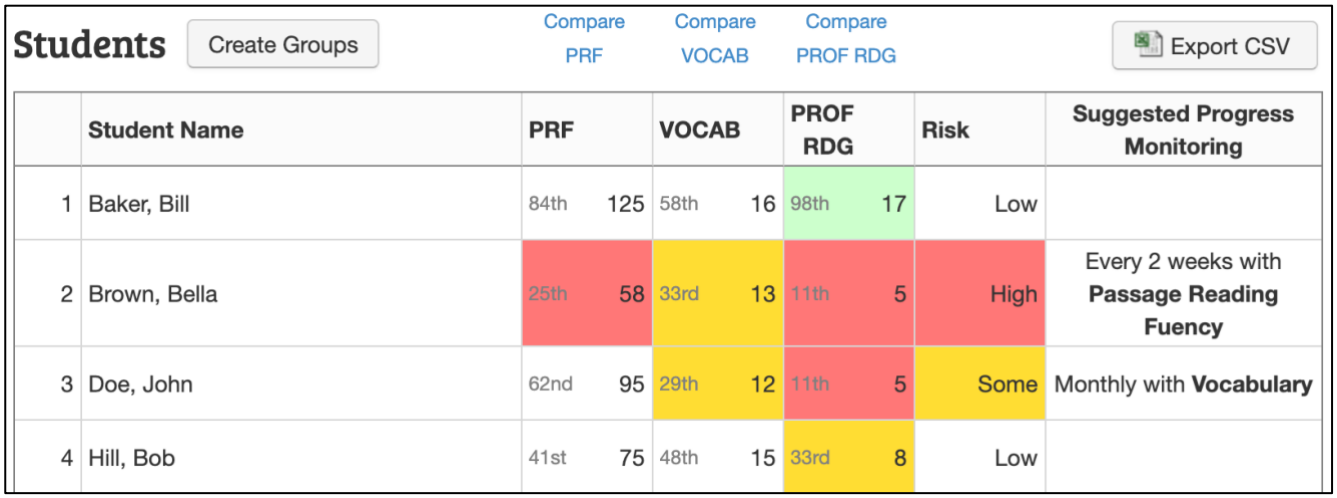
The Benchmark Score Report displays raw scores and percentile ranks for a single benchmark assessment (Fall, Winter, or Spring) for a group of students in the same grade. The report also includes risk ratings, which indicate students' risk levels based on percentile scores, as well as progress monitoring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

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

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

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

Figure 33: Sample Benchmark Score Report



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

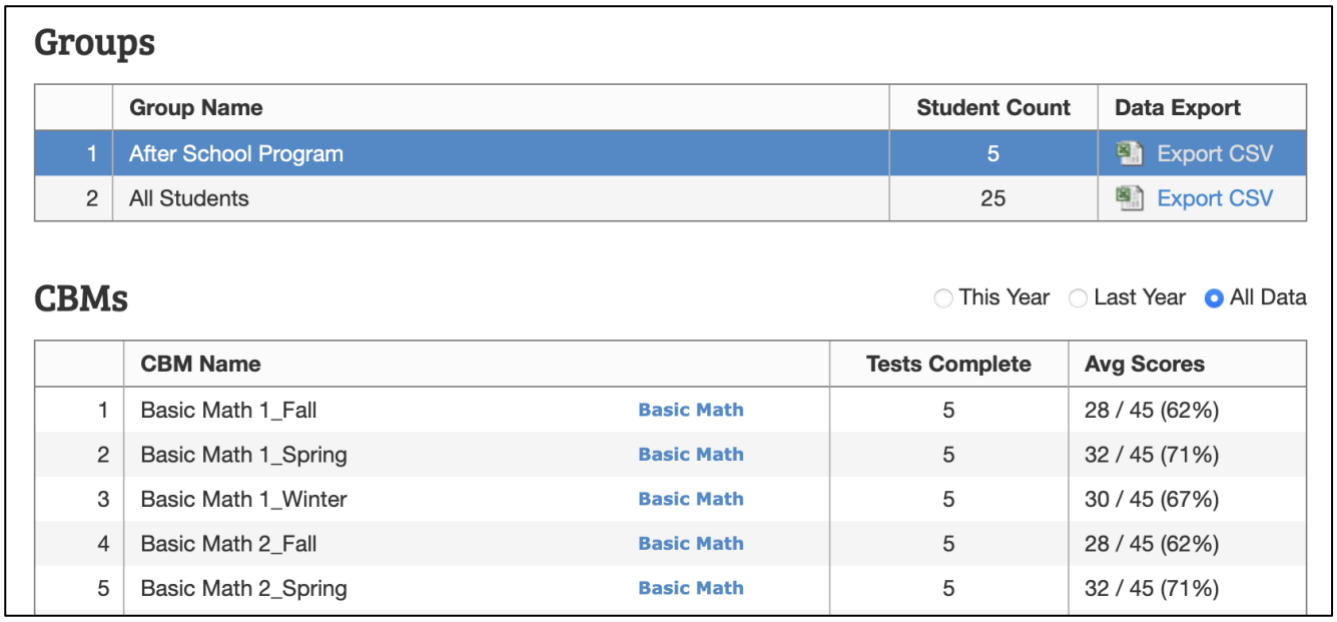
	Student Name	PRF	VOCAB	PROF RDG	Risk	Suggested Progress Monitoring
1	Baker, Bill	84th 125	58th 16	98th 17	Low	
2	Brown, Bella	25th 58	33rd 13	11th 5	High	Every 2 weeks with **Passage Reading Fuency**
3	Doe, John	62nd 95	29th 12	11th 5	Some	Monthly with **Vocabulary**
4	Hill, Bob	41st 75	48th 15	33rd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

Group Reports

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

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

Figure 34: Sample Group Report



Groups

	Group Name	Student Count	Data Export
1	After School Program	5	Export CSV
2	All Students	25	Export CSV

CBMs

This Year Last Year All Data

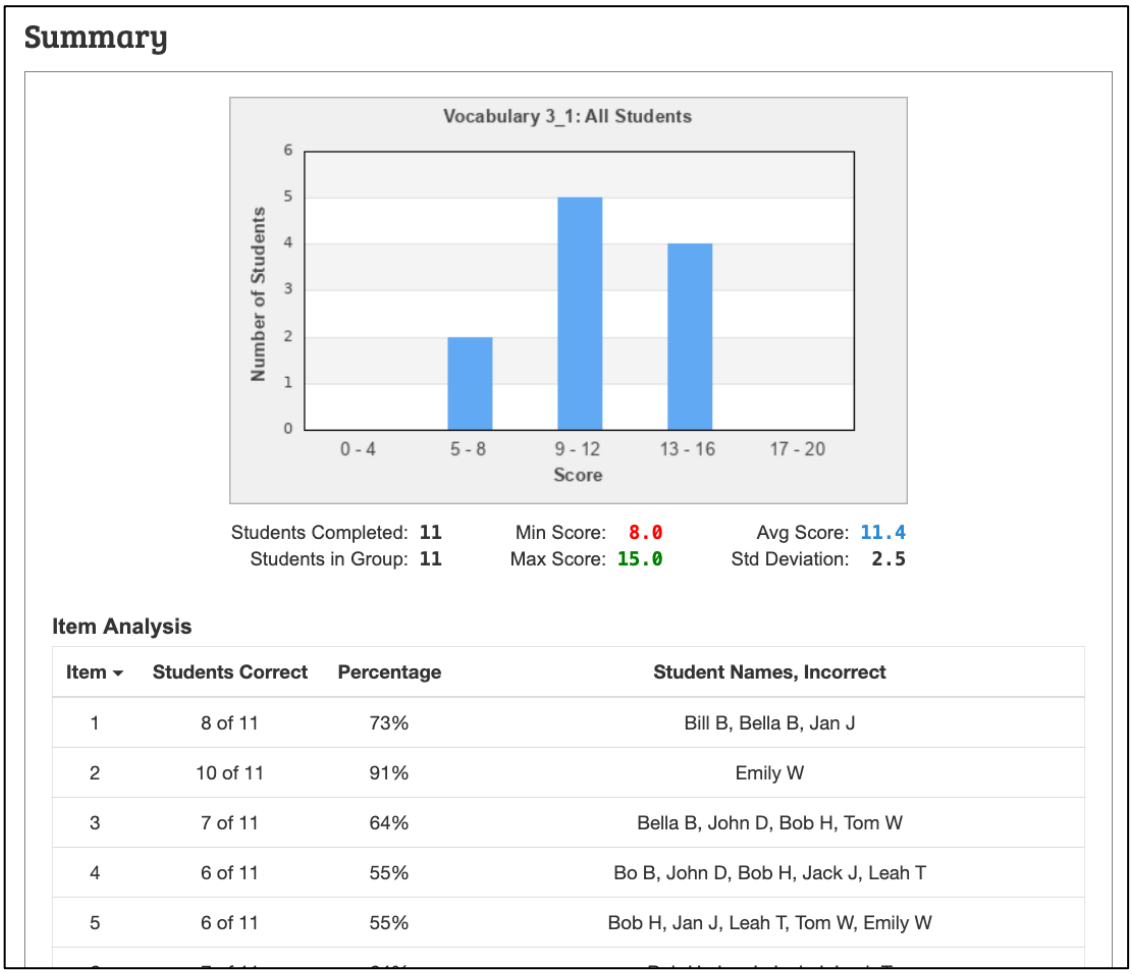
	CBM Name		Tests Complete	Avg Scores
1	Basic Math 1_Fall	Basic Math	5	28 / 45 (62%)
2	Basic Math 1_Spring	Basic Math	5	32 / 45 (71%)
3	Basic Math 1_Winter	Basic Math	5	30 / 45 (67%)
4	Basic Math 2_Fall	Basic Math	5	28 / 45 (62%)
5	Basic Math 2_Spring	Basic Math	5	32 / 45 (71%)

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

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

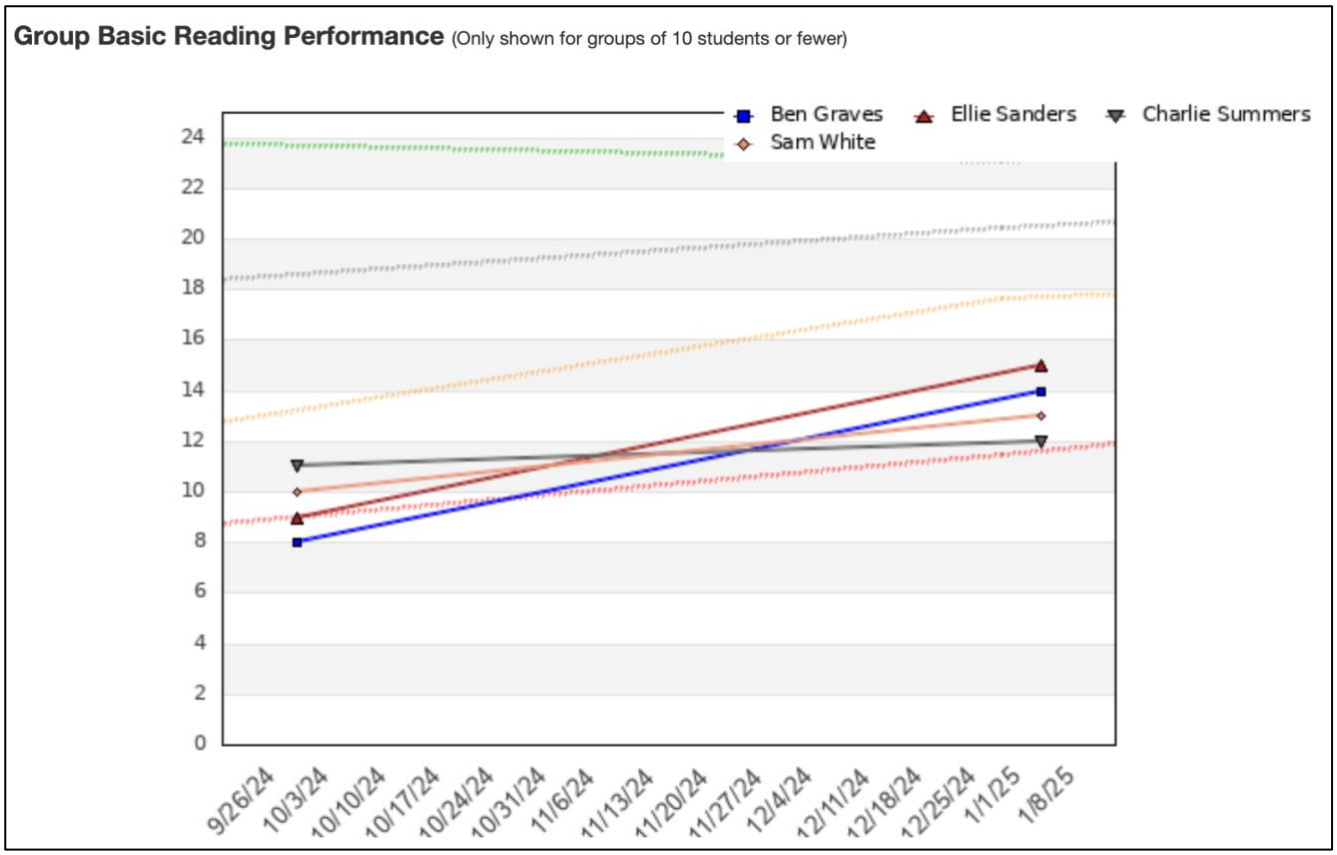
If a small number of students score significantly lower (or higher) than their peers, you may need to investigate opportunities to differentiate instruction to better meet their specific skill-based needs. These reports are intended to assist with grouping for instructional interventions (Figure 35).

Figure 35: Group Summary Report



For groups of ten or fewer students, you will also see a Group Line Graph that examines student growth on a specific measure over time (e.g., Basic Reading; see Figure 36), with the date of administration plotted along the x-axis and the student scores on the y-axis. You can use this information to examine the group's response to an intervention and determine the effectiveness of the support they are receiving. If all students are demonstrating improvement, you might conclude that the intervention support is effective. If only some students are demonstrating improvement, it may be necessary to adjust the intervention for those who are not making progress.

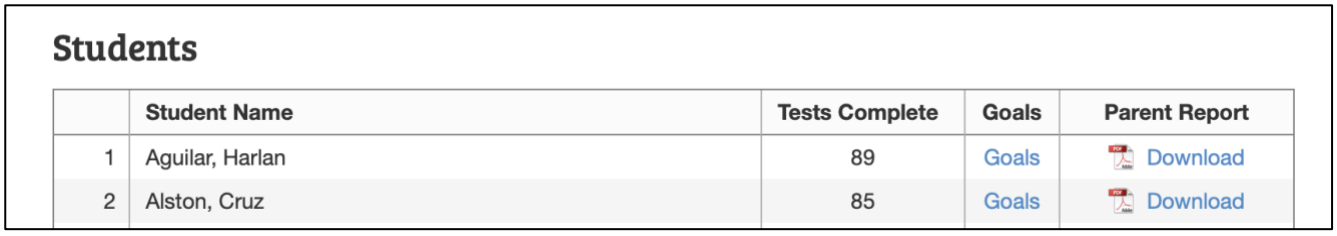
Figure 36: Group Line Graph



Individual Graphs

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

Figure 37: Individual Reports Page

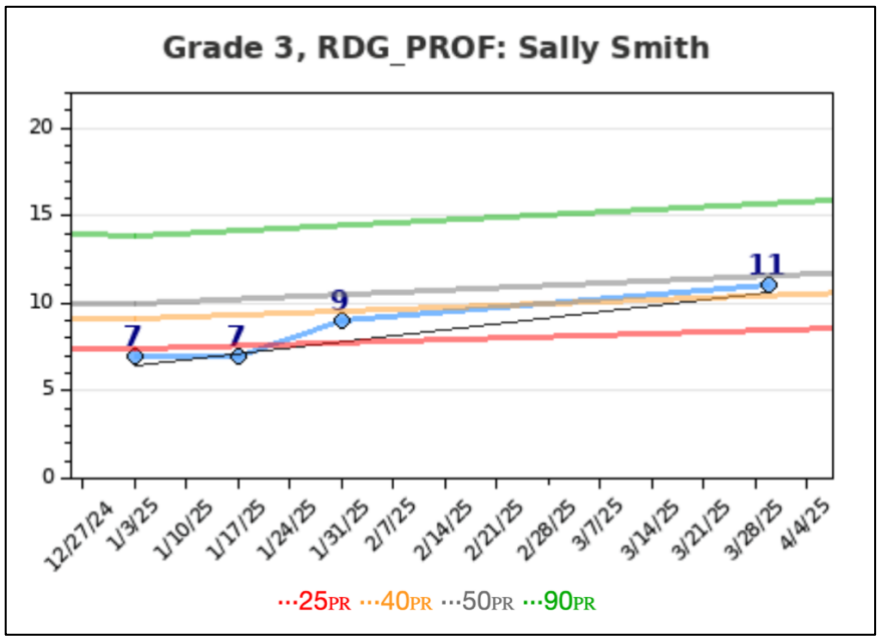


Students

	Student Name	Tests Complete	Goals	Parent Report
1	Aguilar, Harlan	89	Goals	Download
2	Alston, Cruz	85	Goals	Download

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

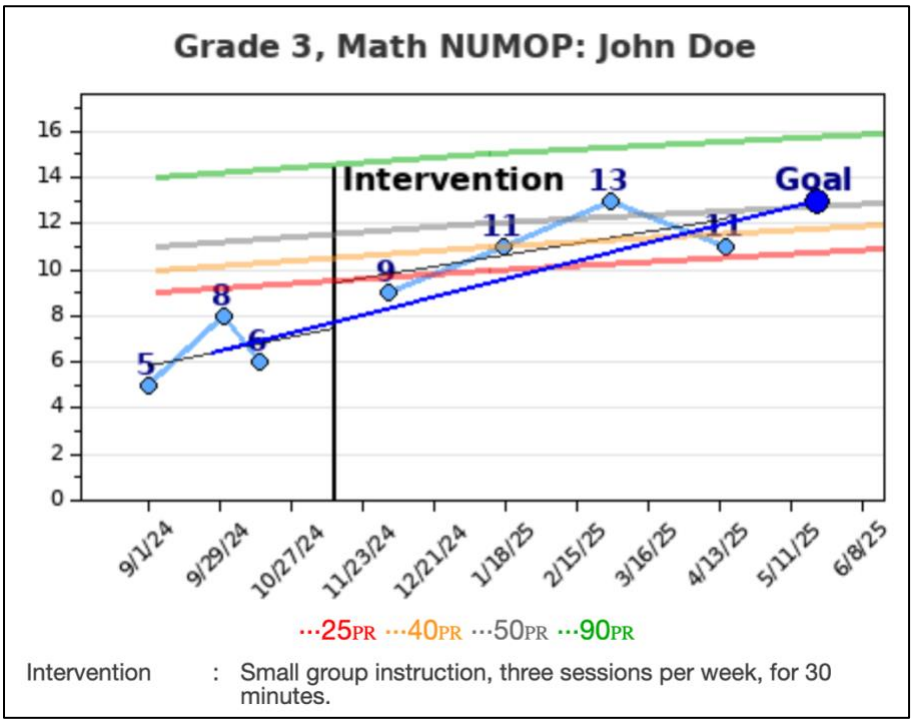
Figure 38: Individual Graph



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

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

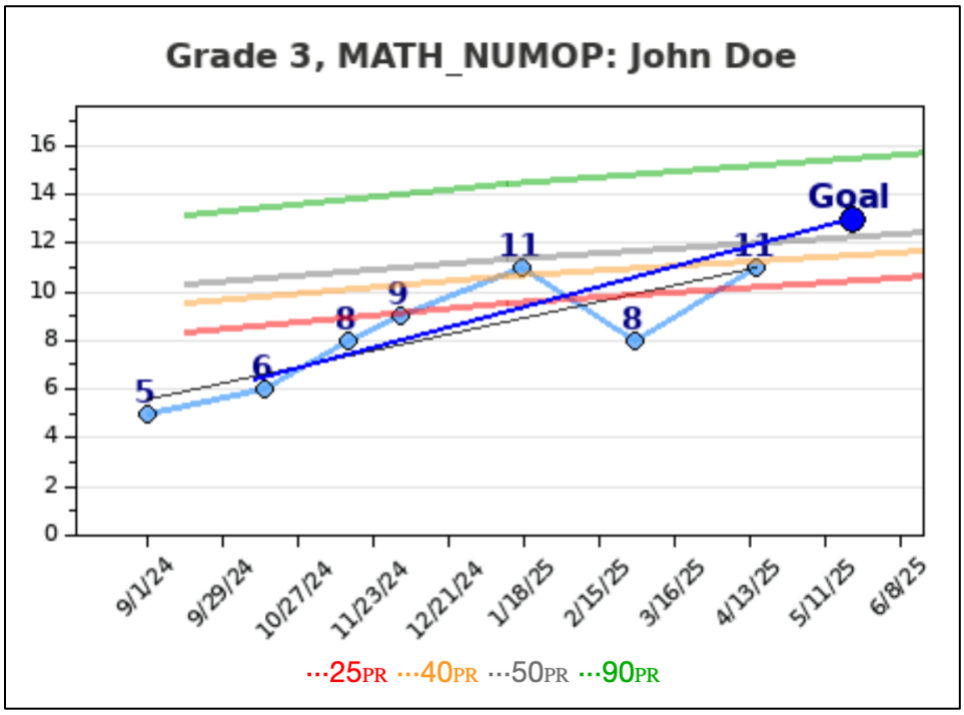
Figure 39: Individual Graph with Interventions and Trend Lines



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

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

Figure 40: Individual Graph with Goal and Aim Line

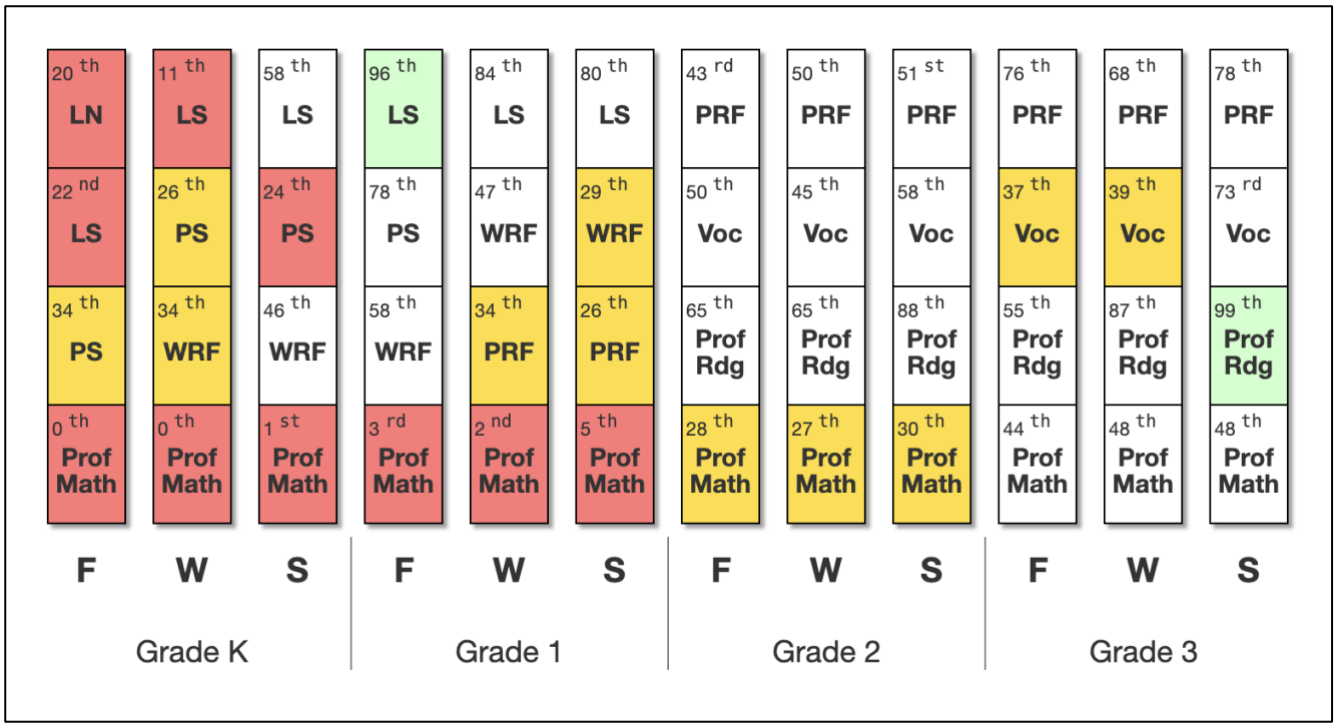


If you wish to view the Individual Graphs for all you students at once, click on **View All Individual Reports** at the bottom of the page.

Benchmark History Reports

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

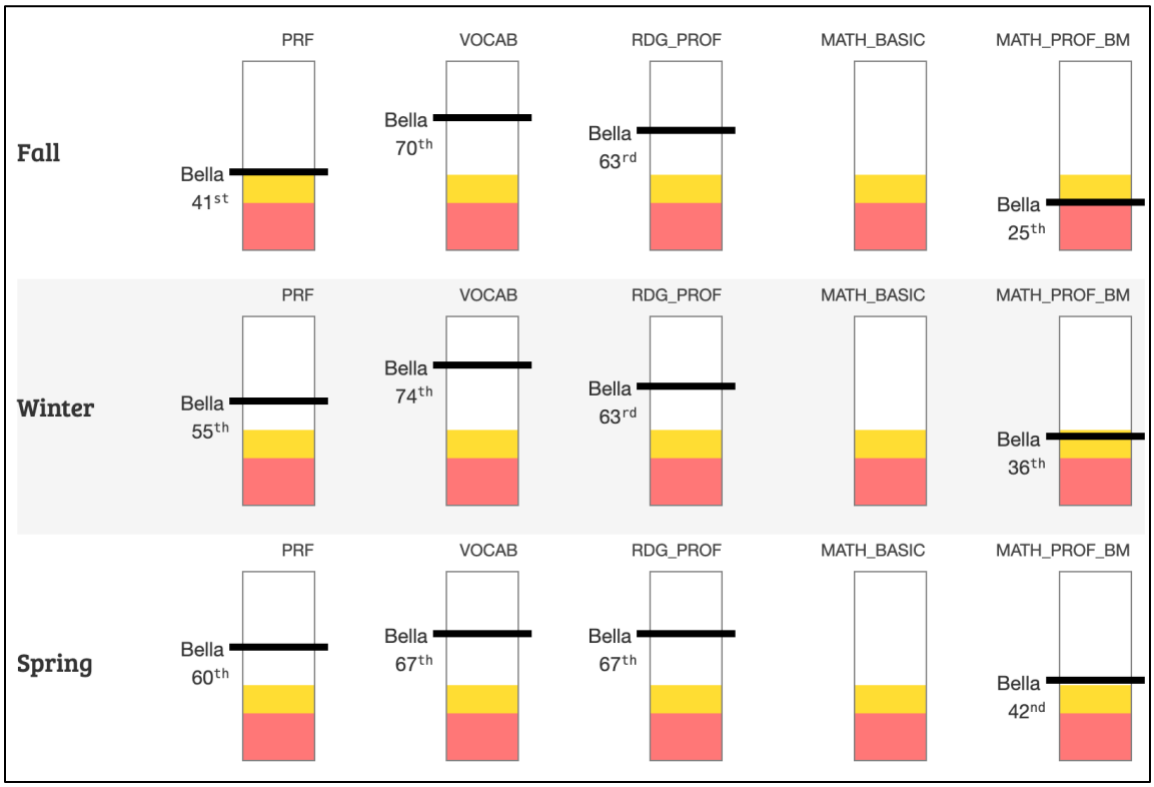
Figure 41: Multi-Year Benchmark History Report for Individual Students



Benchmark Performance Reports

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

Figure 42: Benchmark Performance Report for Individual Students



Parent Report

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

To download the Parent Report for a student, go to the **Reports** tab, click on the **Individuals** page, and click the **Download** link in the Parent Report column. To download the Parent Reports for multiple students at once, click on **Select Parent Reports to Print** at the bottom of the page. From there, you can select a group and students within that group. Once you've made your selections, click on the **Get Report for Selected Students** button.

Figure 43: Parent Report

easyCBM District Edition

Student Progress Report : As of September 16th, 2025

Student	Aguilar, Harlan
Studentid	862176
Grade	1

Letter Names : LN
Focus on identification skills: letters

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

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

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

Legend/Key: District Risk Settings

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

Vocab : VOCAB
Focus on building understanding: increasing lexicon

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

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

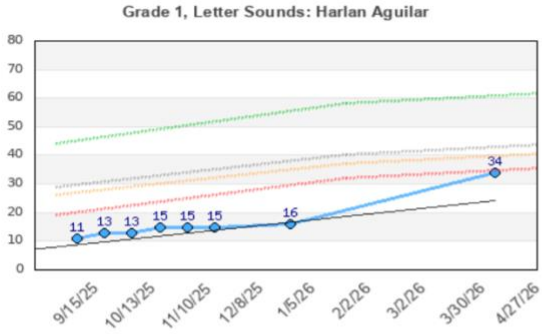
Basic Math
Focus on building basic understanding and fluency with numbers and math facts/concepts

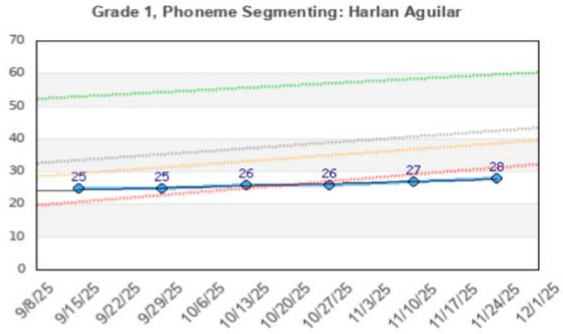
Proficient Math
Focus on building deeper mathematical understanding

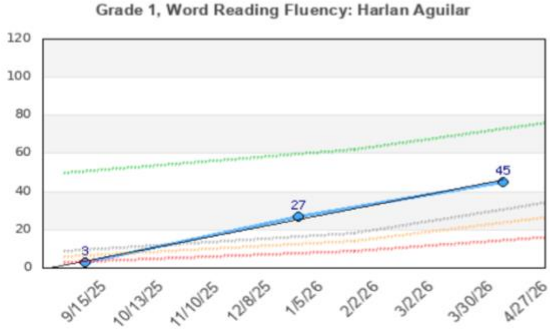
Percentile Rank
The percentage of scores that are equal to or less than a given score. Percentile ranks, like percentages, fall on a continuum from 0 to 100. For example, a test score that is greater than or equal to 75% of the scores of people taking the test is at the 75th percentile rank.

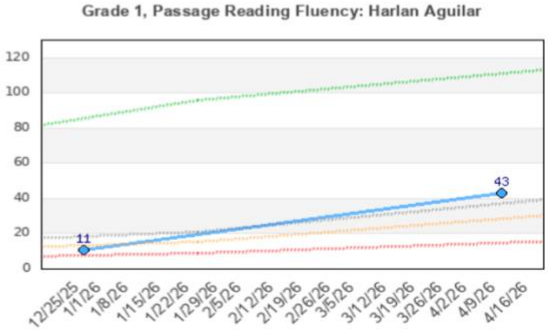
Reading Assessments

	Fall		Winter		Spring	
	score	% ile	score	% ile	score	% ile
LS	11	13	16	7	34	22
PS	25	34				
WRF	3	26	27	66	45	58
PRF			11	31	43	49
Composite	21		22		39	







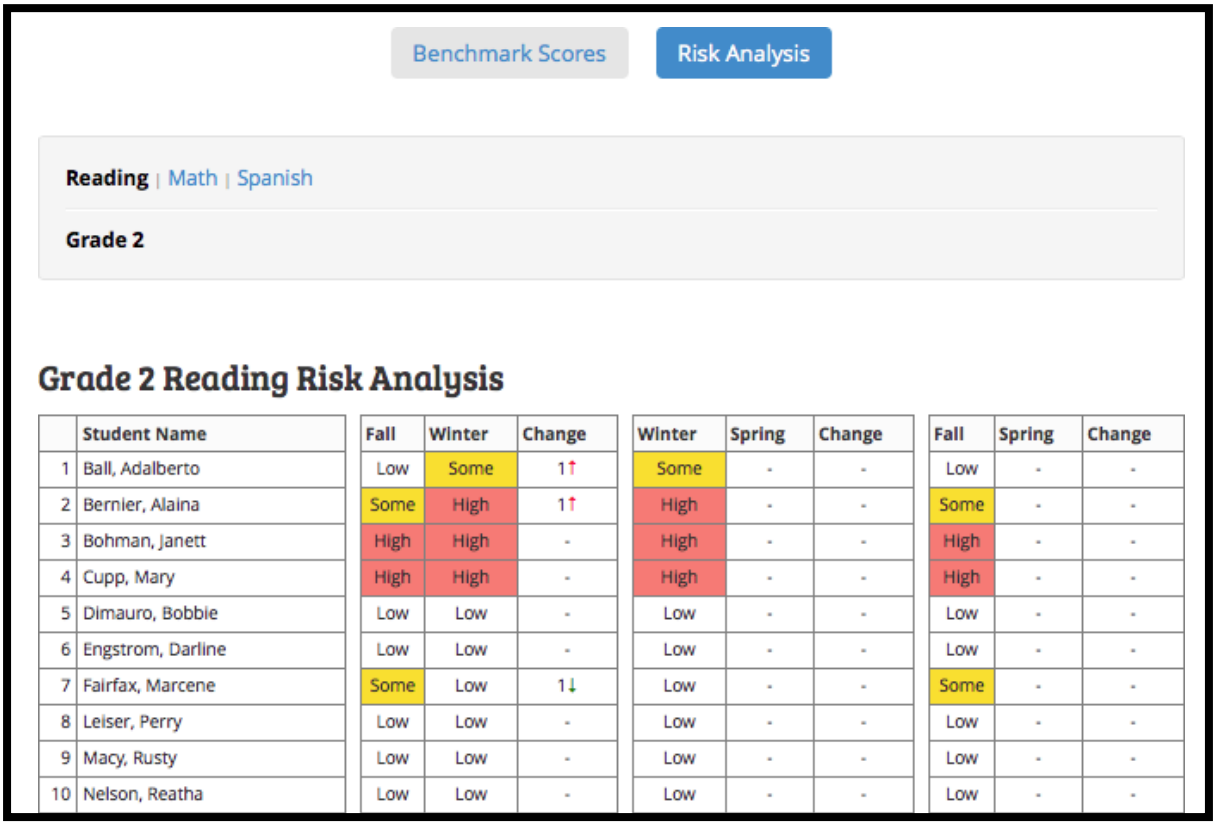


Risk Analysis Reports

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

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

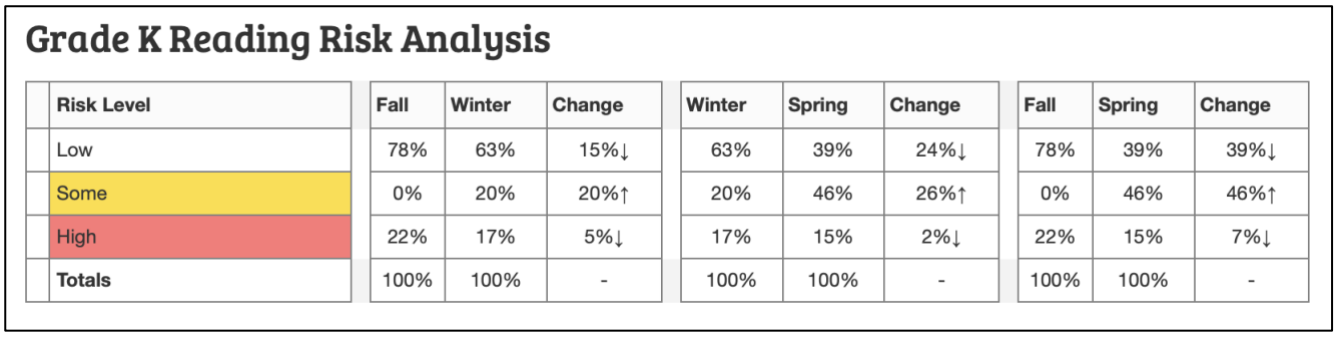
Figure 44: Risk Analysis Report



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

Building, District, and Head Administrator users can also view the Risk Analysis as a building-level summary by going to the **Reports** tab, selecting a building, and clicking on the **Risk Analysis** button.

Figure 45: Building Risk Analysis



Grade K Reading Risk Analysis

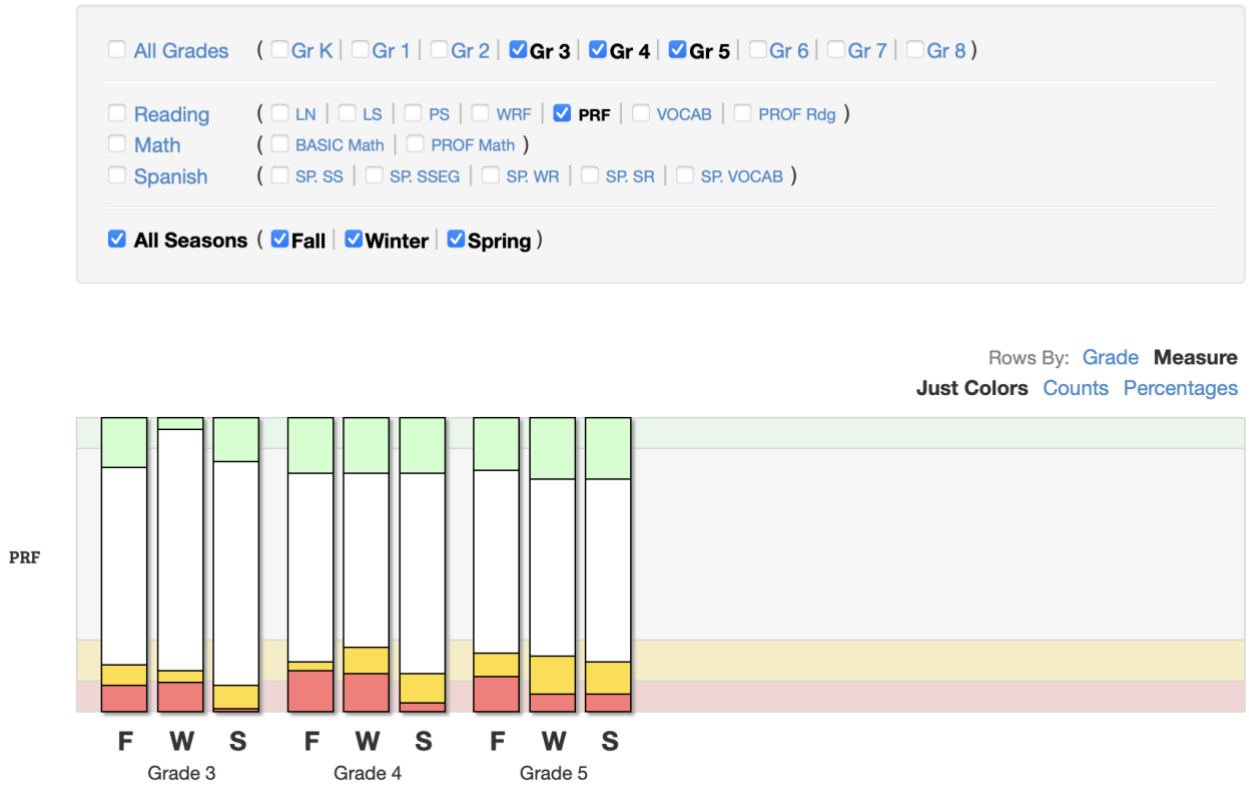
Risk Level	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Low	78%	63%	15%↓	63%	39%	24%↓	78%	39%	39%↓
Some	0%	20%	20%↑	20%	46%	26%↑	0%	46%	46%↑
High	22%	17%	5%↓	17%	15%	2%↓	22%	15%	7%↓
Totals	100%	100%	-	100%	100%	-	100%	100%	-

Grade/Measure Comparison Reports (Building, District, and Head Administrator users only)

The Grade/Measure Comparison Report offers a customizable view of the percent or number of students within each risk level. The report can be adjusted to show different grades, measures, and seasons. In addition to viewing the risk levels for individual measures, you can also click the checkbox next to Reading, Math, and Spanish to see the overall risk ratings across all benchmark measures administered within those subjects.

To view the Grade/Measure Comparison Report at the district level, District and Head Administrator users can go to the **Reports** tab, select the **District** page, and click on **Grade/Measure Comparison**. To view the school version of the report, Building, District, and Head Administrator users can go to the **Reports** tab, select a school, and click on **Grade Comparison**.

Figure 46: Grade/Measure Comparison Report

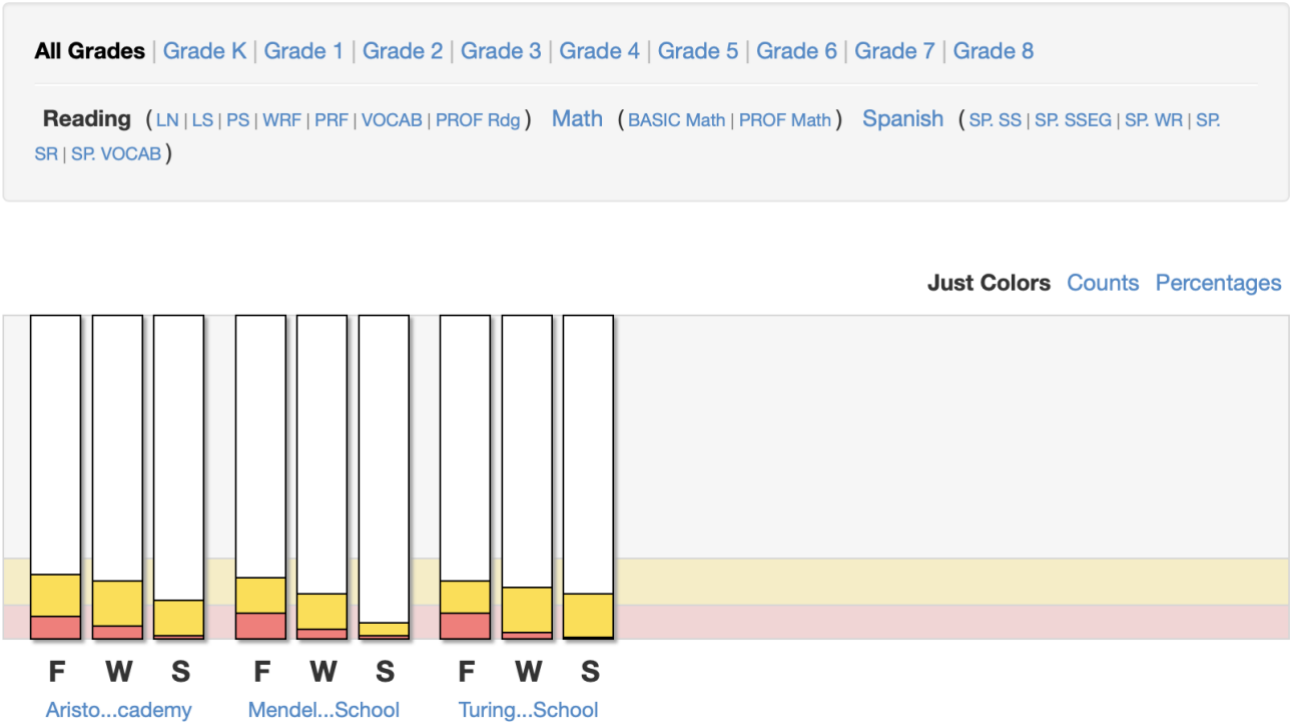


School Comparison Reports (District and Head Administrator users only)

The School Comparison Report offers a customizable view of the percent or number of students within each risk level, broken down by individual schools. The report can be adjusted to show different grades and measures.

To view the School Comparison Report, District and Head Administrator users can go to the **Reports** tab, select the **District** page, and click on **School Comparison**.

Figure 47: School Comparison Report

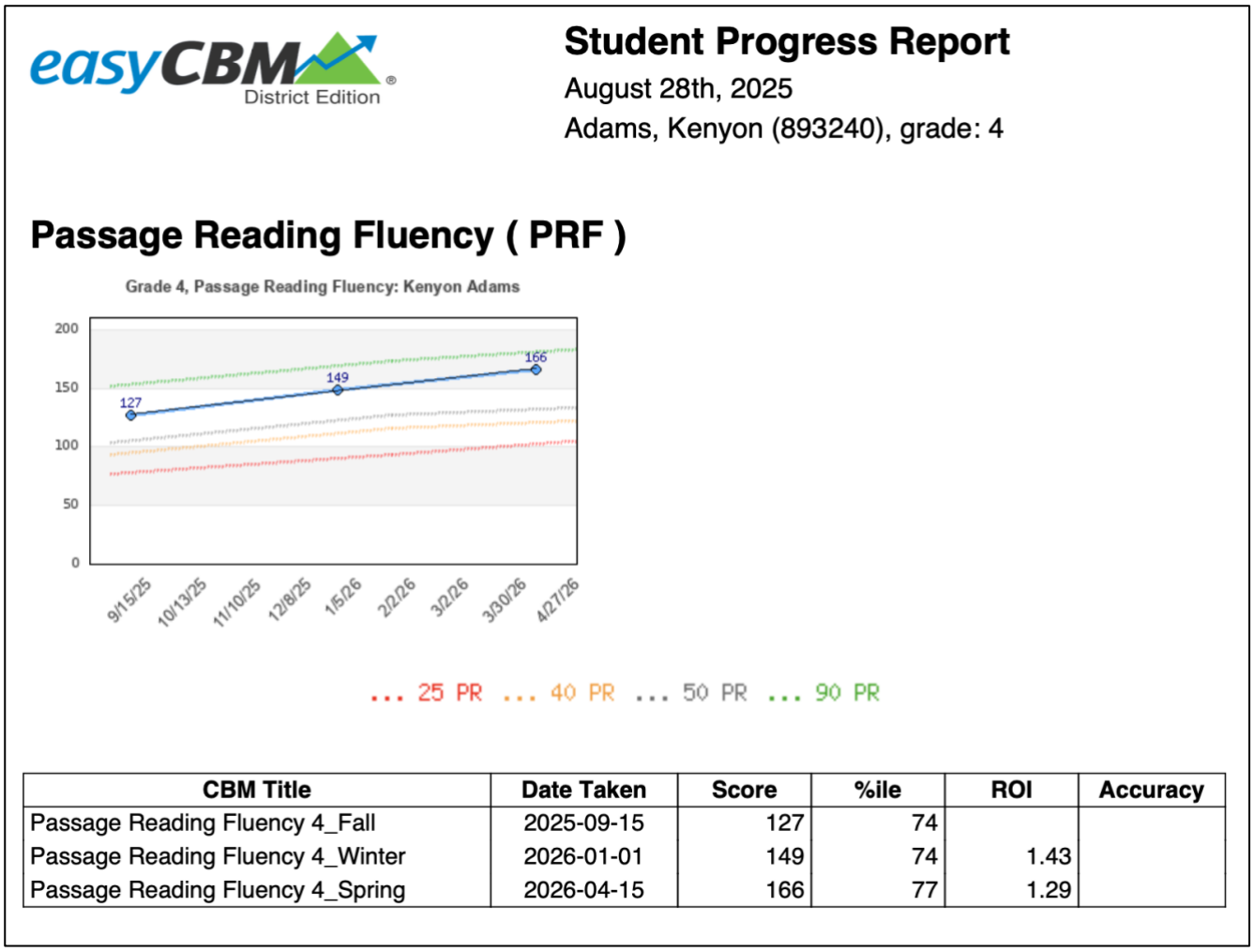


Student Reports

The Student Report provides an easy-to-read overview of a student's performance in PDF format. For each selected measure, it includes graphs displaying both benchmark and progress monitoring results over time, a table with more detailed information for those test results, and a summary of intervention records for that student.

To view the Student Report, go to the **Reports** tab, click on **Student Reports**, then select the students and data you wish to view.

Figure 48: Student Report



CBM Title	Date Taken	Score	%ile	ROI	Accuracy
Passage Reading Fluency 4_Fall	2025-09-15	127	74		
Passage Reading Fluency 4_Winter	2026-01-01	149	74	1.43	
Passage Reading Fluency 4_Spring	2026-04-15	166	77	1.29	

Composite Report

The Composite Report displays raw scores and percentile ranks for a single benchmark assessment (Fall, Winter, or Spring) for a group of students in the same grade. The report also includes the new easyCBM Reading Composite Score, which provides information about how a student is performing compared to a nationally representative group of same-grade peers, provided the student has been tested on all three benchmark reading measures. The composite score weights all three benchmark measures equally. For more information, see **Appendix C: easyCBM Reading Composite Score**.

To view the Composite Report, click on the **Reports** tab, then on the Composite Report button. From there, you can select different seasons, grades, buildings, teachers, and groups.

Figure 49: Composite Report

	LN		LS		PS		Composite
Student Name	Score	Percentile	Score	Percentile	Score	Percentile	Percentile
Buckner, Flynn	50	98	35	99	23	91	98
Douglas, Dominique	1	6	0	22	0	34	15
Edwards, Uriah	54	98	25	95	29	95	97
Forbes, Haley	6	20	0	22	0	34	18
Franks, India	17	44	5	51	6	63	39
Glass, Armand	16	43	7	59	3	50	37

RAN Report (available if the optional RAN feature is enabled)

The RAN Report displays the results from the Rapid Automatic Naming test for a single time period (Fall, Winter, or Spring) for a group of students in the same grade. The report includes the number correct and time taken for both Form A and Form B, as well as the overall Correct Digits Per Minute and percentile.

To view the RAN Report, click on the **Reports** tab, then on the RAN Report button. From there, you can select different seasons, grades, buildings, teachers, and groups.

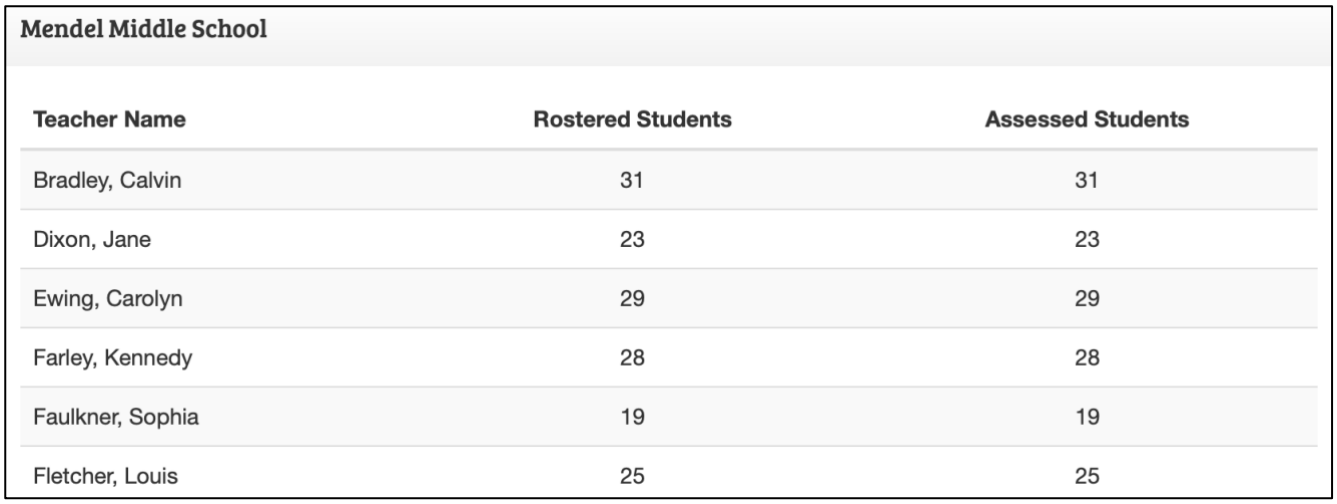
Figure 50: RAN Report

	RAN Form A		RAN Form B		RAN Total	
Student Name	Score	Time (seconds)	Score	Time (seconds)	CDPM	Percentile
Buckner, Flynn	42	65	42	59	41	50
Douglas, Dominique	47	47	48	50	59	90
Edwards, Uriah	49	31	50	29	99	99

Analytics (Building, District, and Head Administrator users only)

The **Analytics** tab provides a count of the number of students actively rostered in the system in comparison to the number of students who have been tested at least once during the current school year. The results are broken down either by schools within the district or by teachers within a school.

Figure 51: Analytics



Mendel Middle School

Teacher Name	Rostered Students	Assessed Students
Bradley, Calvin	31	31
Dixon, Jane	23	23
Ewing, Carolyn	29	29
Farley, Kennedy	28	28
Faulkner, Sophia	19	19
Fletcher, Louis	25	25

Data Exports (Head Administrator users only)

Head Administrator users can export data district-wide by clicking on the **Admin** tab, then on **Data Exports**. The export tool then offers a choice between exporting benchmark scores for one season or progress monitoring scores for an entire school year. That link will download the data into a comma-separated values (.csv) file, which can be opened in Excel or other spreadsheet programs.

Exporting Student Performance Data

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

Exporting Student Intervention Data (Head Administrator users only)

Head Administrator users can export intervention records by clicking on the **Admin** tab, then on the **CSV** link for the **Intervention Data Export**. That link will download the data into a comma-separated values (.csv) file, which can be opened in Excel or other spreadsheet programs.

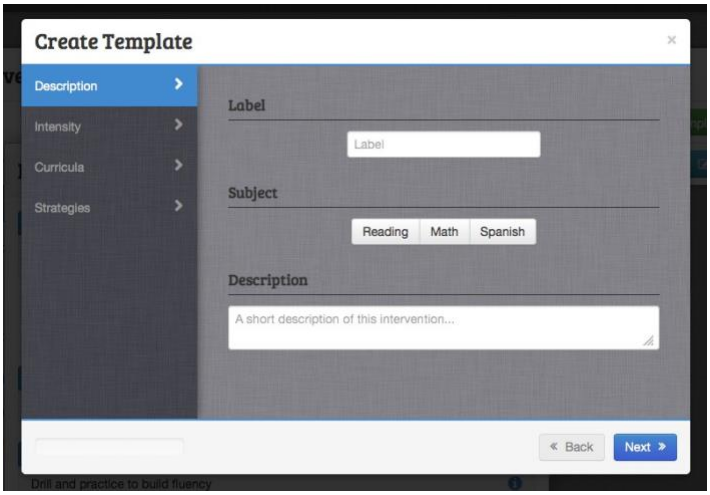
Chapter 23

Assign Students to Interventions

Use the **Interventions** tab to assign specific instructional interventions to students and to track changes in interventions over time. The Instructional Interventions feature allows you to create reusable intervention templates that include curriculum, frequency, duration, and strategies, and then assign those templates to individual students or groups.

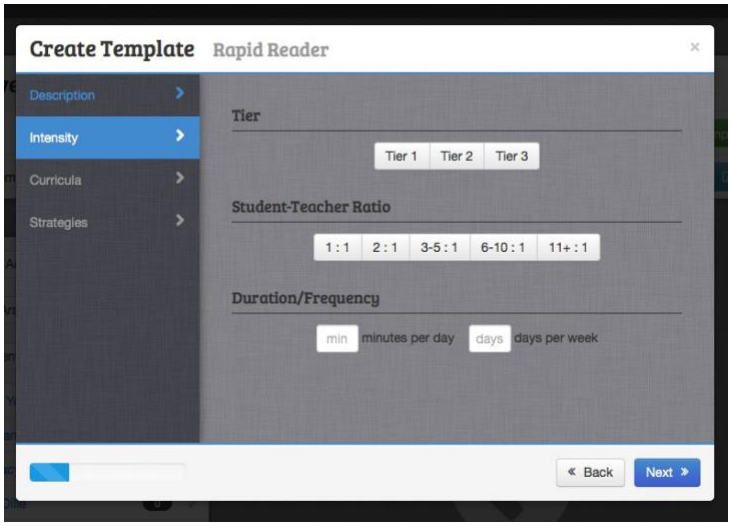
If no templates exist, begin by creating a template. Click on the **Create Template** button to open a new window where you can provide information about the intervention. On the first screen, enter a short but descriptive label (this will appear on student Individual Graphs), select the subject area (reading, math, or Spanish), and add a brief description of the intervention in the Description section. Then, click **Next** to advance to the next screen.

Figure 52: Creating an Intervention Template, Screen 1



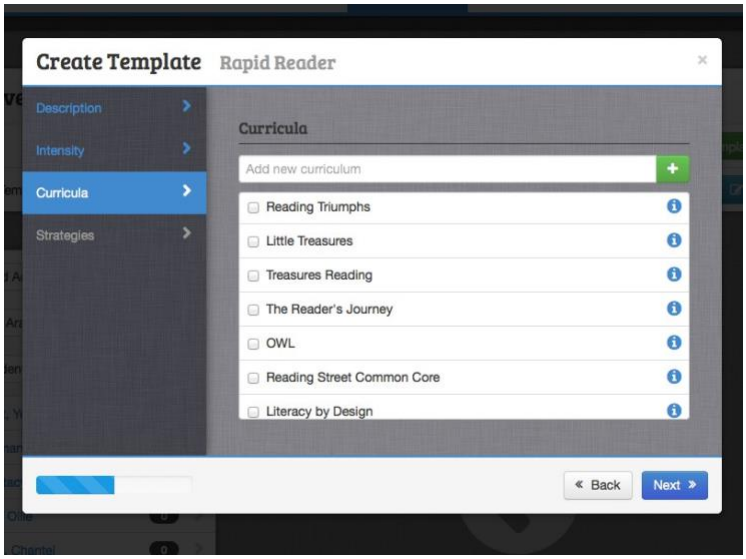
On the second screen, enter which tier the intervention falls within, select the student-teacher ratio, and indicate the duration and frequency with which the intervention is being provided.

Figure 53: Creating an Intervention Template, Screen 2



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

Figure 54: Creating an Intervention Template, Screen 3

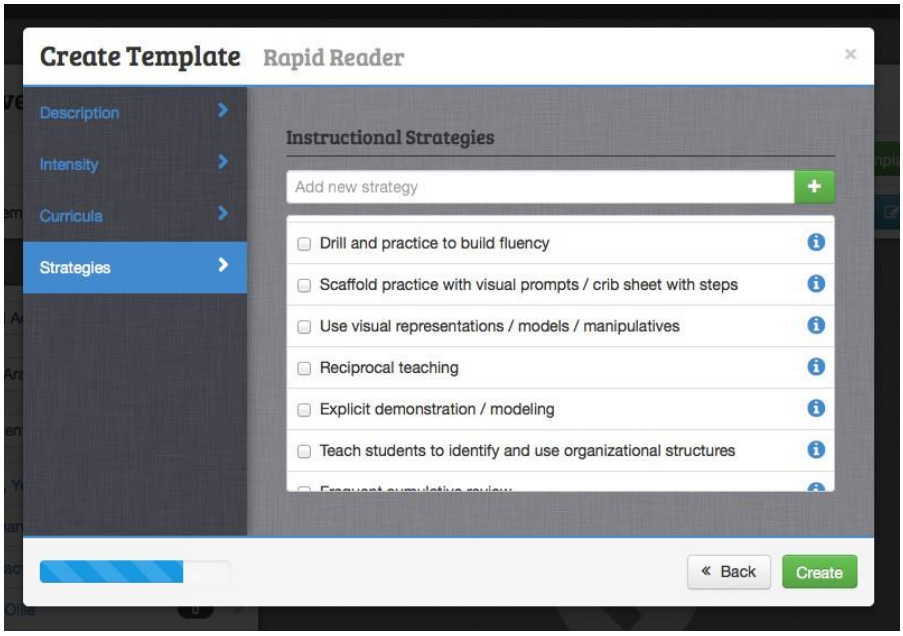


On the fourth screen, select the instructional strategies to be provided. The list of strategies comes from the What Works Clearinghouse's analysis of instructional strategies with scientific evidence of effectiveness. Unlike the curricula, strategies are intended to be equally applicable across different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

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

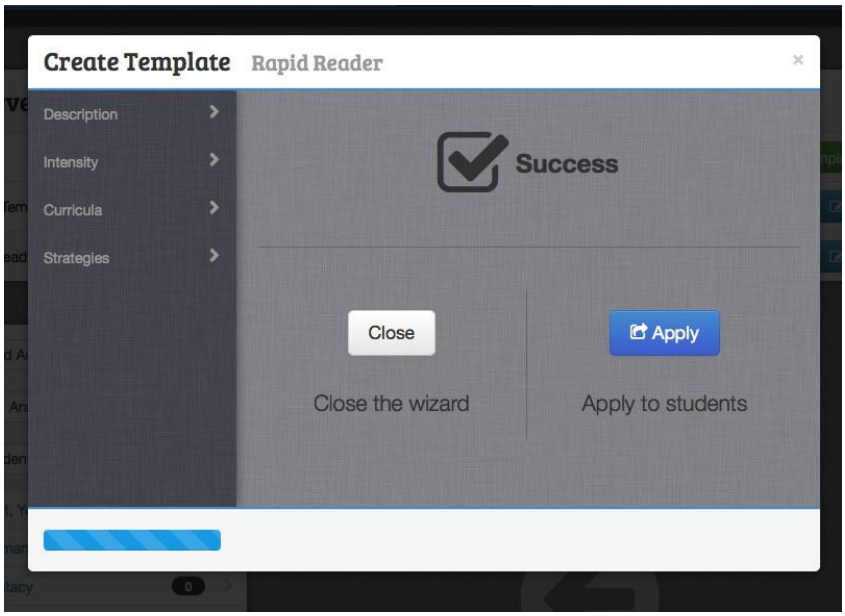
If the strategy to be used is not on the list, enter the name of the strategy into the 'Add new strategy' text box and click on the green "**+**" button to add a custom strategy to the list of options.

Figure 55: Creating an Intervention Template, Screen 4



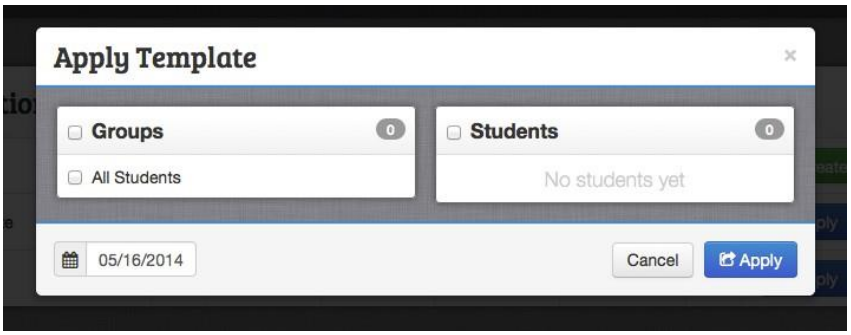
Click on the green **Create** button to finish creating the template. You will be presented with the option to **Close** the wizard or **Apply** the template to groups or individual students.

Figure 56: Creating an Intervention Template, Screen 5



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

Figure 57: Creating an Intervention Template, Screen 6

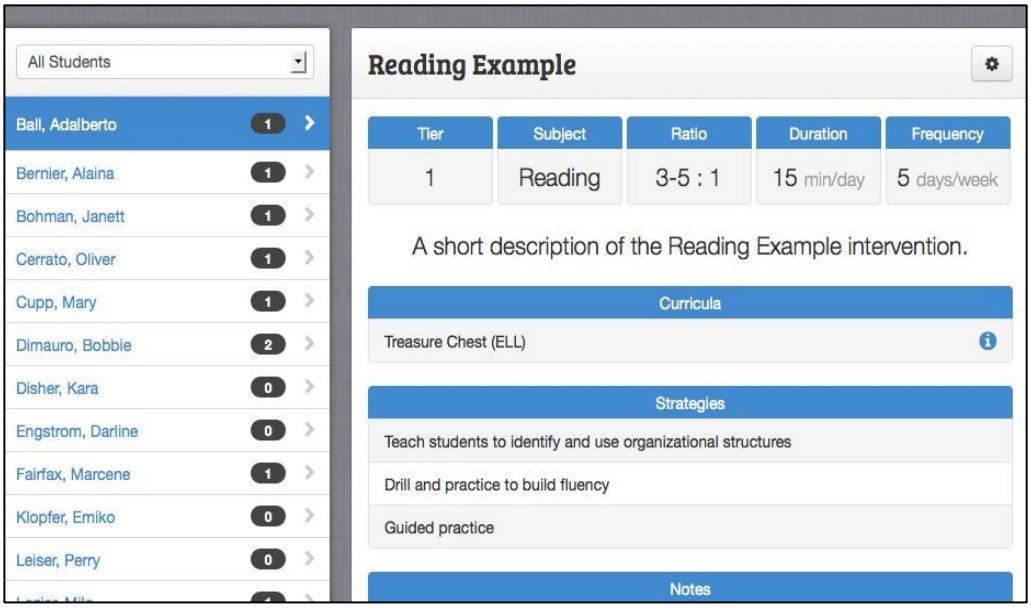


To see a log of the interventions assigned to a student, go to the **Interventions** tab and click on the student's name from the list on the left. That will show a list of all intervention records for that student. Active interventions will appear first, with the most recently added at the top of the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

To edit, delete, or deactivate an intervention, click the gear button in the upper right corner to open the dropdown menu and select the desired action to perform. You can use the same process to apply an

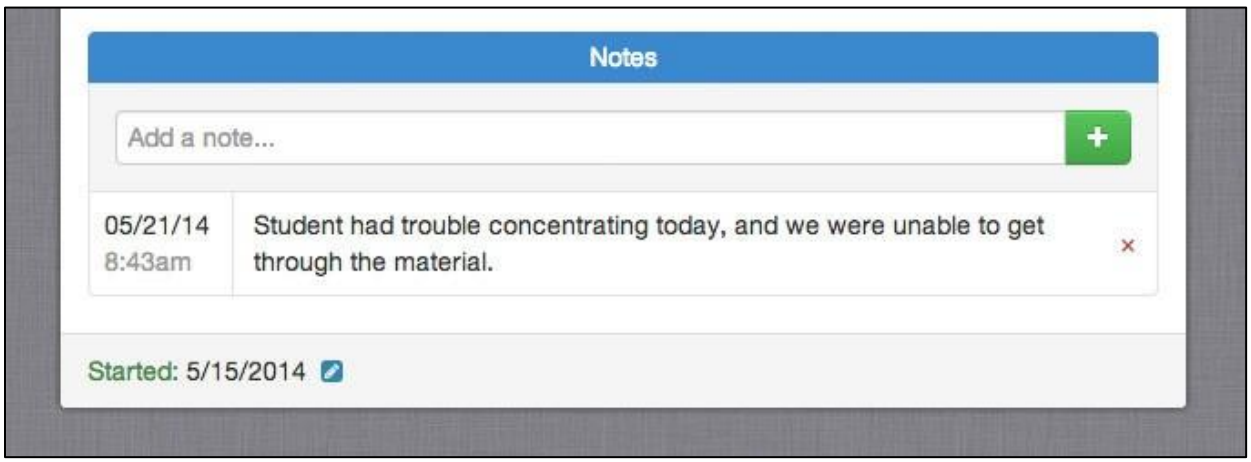
intervention again after it has previously been deactivated. Simply click the gear button and select 'Apply Intervention' from the dropdown menu.

Figure 58: Log of the Interventions Assigned to a Student



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

Figure 59: Intervention Notes



Appendix A

Progress Monitoring Suggestions

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

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

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

Reading: Fall of Kindergarten

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

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

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

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

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

Reading: Winter and Spring of Grade 1

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

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

Reading: Grade 2

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

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

Reading: Grades 3 to 8

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

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

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

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

Math: All Grades, When Administering Only Basic Math

Basic Math	Monitoring Suggestion
low	Basic Math
medium	-
high	-

Math: All Grades, When Administering Only Proficient Math

Proficient Math	Monitoring Suggestion
low	Proficient Math
medium	-
high	-

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

Spanish: Fall of Kindergarten

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

Spanish: Winter and Spring of Kindergarten

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

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

Spanish: Fall of Grade 1

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

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

Spanish: Winter and Spring of Grade 1

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

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

Spanish: Grade 2

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

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

Spanish: Grades 3 to 8

Vocab	Monitoring Suggestion
low	Vocab
medium	-
high	-

Appendix B

Upload File Formats

Both the manual and automated upload processes use the same file formats. This appendix provides specifications for each of the three file types. See **Chapter 20: Managing easyCBM District Edition - Tools for Head Administrators** for details about other methods for importing your district information into easyCBM, including automated rostering and single sign-on.

Creating the Data Files

Data for the three files are typically exported from a Student Information System (SIS), then formatted to match the specifications below. Alternatively, your district's IT department or database administrator may be able to create a process to export these file formats as needed. All files must include the header row (as specified below for each file type) and be saved as a CSV file with a .csv extension.

Upload Users File Format

File Name: The name of the user upload file must be `1_users.csv`

You can download a template containing your district's current users by going to the **Admin** tab, clicking on **Upload Users File**, then clicking on the download link in Step 1. You can update your list of current users, then re-upload the file, but be sure to rename it to `1_users.csv` first.

Or you can download an empty copy of the template by clicking on the **Resources** link, then the **User File** link. Use the specifications below to fill in the columns.

If you are creating the file yourself in a spreadsheet program, use the specifications below.

File Specifications

Column	Header (row 1)	Description	Valid Values
A	Employee ID	The employee's unique identifier used within the district's SIS. All employees should be entered with the same type of ID numbers. If the IDs include pre-appended zeroes (e.g., '001234'), they should be used consistently across the entire file, and for all future imports. **An employee must only appear once in this file. Any existing user accounts that don't appear in this file will be deleted. Check with Riverside to see if your district has any additional configuration options set for your imports.**	Any, but must be unique to the employee.
B	Username	The employee's unique username within the easyCBM system. The employee's username will be visible to students, and used by students when they log in. The Username can match either the Email or the Employee ID if desired, or it can be something different.	Any, but must be unique to the employee.
C	Password	The initial password for this employee's user account. The employee has the option to change this password at any time. The password field will only be set when the user account is first created. If the user is re-uploaded later, the upload will ignore the password field for that user, and instead retain the current password.	Any.
D	Email	The employee's unique email address. Used by the system to allow employees to reset their passwords.	A valid email address. Must be unique to the employee.
E	Last Name	The employee's last name.	Any.
F	First Name	The employee's first name.	Any.
G	Building Names	The building to which the employee is assigned. If the employee is assigned to multiple buildings, list them out separated by semi-colons. For example: Armond Academy; Jefferson Academy	Any, but it's important to use the exact same spelling for a building every time it appears throughout the file, and in all future imports.

H	User Type	• Teacher users (typically teachers and assessors) can view students assigned to them. • Building users (typically building test coordinators) can view teacher and student information for the buildings to which the user is assigned. • District users (typically district test coordinators) can view building, teacher, and student information for all buildings within the district. • Head Administrators can upload users and student rosters, associate teachers with students, and manage system-wide settings for the district.	Numeric, 1 to 4. Teacher = 1 Building = 2 District = 3 Head Administrator = 4

If your district wishes to automate the import process, check with Riverside on how to deliver this file via SFTP. If you are importing the file manually, click on **Admin**, then on **Upload Users File** (under the User Accounts heading). Follow the directions on the screen.

Upload Student Roster File Format

File Name: The name of the student roster upload file must be `2_students.csv`

You can download a template containing your district's current student roster by going to the **Admin** tab, clicking on **Upload Student Roster File**, then clicking on the download link in Step 1. You can update your list of students, then re-upload the file, but be sure to rename it to `2_students.csv` first.

Or you can download an empty copy of the template by clicking on the **Resources** link, then the **Student File** link. Use the specifications below to fill in the columns.

If you are creating the file yourself in a spreadsheet program, use the specifications below.

File Specifications

Column	Header (row 1)	Description	Valid Values
A	Student ID	The student's unique identifier used within the district's SIS. All students should be entered with the same type of ID numbers. If the IDs include pre-appended zeroes (e.g., '001234'), they should be used consistently across the entire file, and for all future imports. **A student must only appear once in this file. Any existing students that don't appear in this file will be deactivated, though their data will remain in the system in case they return.**	Any, but must be unique to the student.
B	Student DOB	The student's date of birth.	mm/dd/yyyy *(including slashes)* For example: 01/26/2018 *Leading zeroes are optional for months and days. e.g., 1/26/2018 will also work.*
C	Last Name	The student's last name.	Any.
D	First Name	The student's first name.	Any.
E	Grade	The student's current grade, from K to 12. Note that testing materials are only available for K–8. Older students can be tested on progress monitoring materials from earlier grades, but can't receive benchmark testing.	K 1 to 12
F	Building Name	The building to which the student is currently assigned. Students can only be assigned to one building at a time.	Any, but must match the exact spelling of a building name from the user upload file (`1_users.csv`).
G	Gender	Demographic information used for research and development and to build a better system. This field can't be left blank, but you can enter Unknown if you don't wish to include this information.	• M • F • X • Unknown
H	SPED (Special Education)	Demographic information used for research and development and to build a better system. This field can't be left blank, but you can enter Unknown if you don't wish to include this information.	• Y • N • Unknown
I	Ethnicity	Demographic information used for research and development and to build a better system. This field can't be left blank, but you can enter Unknown if you don't wish to include this information.	• Hispanic/Latino • Not Hispanic/Latino • Unknown

J	Race	Demographic information used for research and development and to build a better system. This field can't be left blank, but you can enter Unknown if you don't wish to include this information.	• American Indian or Alaskan Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White • Two or More Races • Unknown
K	ELL (English Language Learner)	Demographic information used for research and development and to build a better system. This field can't be left blank, but you can enter Unknown if you don't wish to include this information.	• Y • N • Unknown
L–P	*(optional)* District Data 1 to District Data 5	Optional data fields for district use. These fields are included in the easyCBM data export file.	Any.
Q	*(optional)* Password	Optional student password for online testing. These passwords will only be required for student login if the Student Passwords feature is enabled. **If you wish to import this field, you must include columns L to P (District Data 1 through District Data 5) before it, even if those columns are blank.**	Any.

If your district wishes to automate the import process, check with Riverside on how to deliver this file via SFTP. If you are importing the file manually, click on **Admin**, then on **Upload Student Roster File** (under the Student Records heading). Follow the directions on the screen.

Upload Teacher/Student Associations File Format

File Name: The name of the teacher/student associations upload file must be `3_teacher_students.csv`

You can download a template containing your district's current teacher/student associations by going to the **Admin** tab, clicking on **Upload Teacher/Student Associations**, then clicking on the download link in Step 1. You can update your list of associations, then re-upload the file, but be sure to rename it to `3_teacher_students.csv` first.

Or you can download an empty copy of the template by clicking on the **Resources** link, then the **Teacher Student File** link. Use the specifications below to fill in the columns.

If you are creating the file yourself in a spreadsheet program, use the specifications below.

File Specifications

Column	Header (row 1)	Description	Valid Values
A	Employee ID	The ID of the employee to whom you are assigning this student. **The same Employee ID can appear multiple times in this file, once for each student being assigned to the employee.**	Must correspond to Employee IDs from the users upload file (`1_users.csv`).
B	Student ID	The ID of the student whom you are assigning to this employee. **The same Student ID can appear multiple times in this file if the student is assigned to multiple teachers or other staff members.**	Must correspond to Student IDs from the student upload file (`2_students.csv`).

If your district wishes to automate the import process, check with Riverside on how to deliver this file via SFTP. If you are importing the file manually, click on **Admin**, then on **Upload Teacher/Student Associations** (under the Student Records heading). Follow the directions on the screen.

Appendix C

easyCBM Reading Composite Score

The Reading Composite Score provides information about how a student is performing compared to a nationally representative group of same-grade peers, provided the student has been tested on all three benchmark reading measures. The composite score weights the three benchmark measures equally.

The Composite Score is derived by calculating standardized scores called *z-scores* for each of the three reading measures, then averaging those z-scores together. This approach ensures that the Composite Score reflects a balanced view of a student's performance across all three areas.

We use z-scores rather than percentiles when averaging the results because z-scores place each raw score on an equal interval scale, making them suitable for mathematical operations such as averaging, while simply averaging the percentile ranks would not be mathematically valid. The average z-score is then converted back to a percentile rank for interpretation.

The measures required to calculate the Composite Score at each assessment period can be found in the table below.

Grade-Level Benchmark Measures for Calculating Composite Score

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

Appendix D

Test Accessibility in easyCBM®

The *easyCBM*® assessments were designed using Universal Design for Assessment (UDA) principles. According to Rose (2006)[2], three guiding principles of UDL allow different ways for students to succeed that provide multiple means of representation, expression, and engagement. Their purpose is to ensure fairness, accessibility, and validity for all students, including those with disabilities and English Language Learners (ELLs).

Furthermore, *easyCBM*® follows the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014). Experienced teachers wrote the test items, which University of Oregon researchers reviewed for content and bias. Items were field-tested nationwide, and Item Response Theory (IRT) analyses determined item difficulty, discrimination, and precision. These analyses guided the creation of equivalent alternate forms for reading and math measures, supporting consistent screening and progress monitoring, and reliability and validity studies confirmed the measures' strong psychometric properties. Technical reports are available through Behavioral Research & Teaching (BRT) and ERIC, with further findings summarized in Swanson & Tindal (2024).

Tindal (2025)[3] emphasizes that standardization ensures fairness, but strict uniformity can limit access for students with disabilities or diverse linguistic and cultural backgrounds. Equity requires flexible testing conditions that preserve validity while removing irrelevant barriers. *easyCBM*® incorporates measurement changes across three areas: (1) **setting**—changes in lighting, seating, or environment [S]; (2) **administration**—repeating directions or using visual cues [A]; and (3) **response**—alternative response methods for selection tasks [R]. These changes maintain fairness without altering what is measured. Distinguishing between informal "adaptations" and formal "accommodations" (listed in IEPs), *easyCBM*® achieves a balance between standardization and flexibility—ensuring all students can accurately demonstrate what they know. We have divided all test changes into three types, varying on a continuum of significance/impact: (a) **adaptations** considered as universally designated supports that are part of a student's instructional practices, (b) **accommodations** listed in most state policies and often requiring recommendations for use by an IEP team, and (c) **modifications** that represent changes to the validity of inferences made from the score.

[2] Rose, D. H. (2006). *A Practical Reader in Universal Design for Learning*. Harvard Education Press.
[3] Tindal, G. (2025). *Rethinking "Standardization" for NAEP to Increase Equity and Access*. University of Oregon: Behavioral Research and Teaching. Technical Report 2510.

The following test changes in *easyCBM*® testing can be used without reference to IEP teams but should be considered with due attention to state testing programs, which may or may not allow these practices. They are considered as extensions of UDA and have been curated from National Center on Educational Outcomes (NCEO) with further changes presented in tables from the Smarter Balanced State Consortium and National Assessment of Educational Progress (NAEP), both digital and paper pencil administration. The comprehensive list is referenced in the technical report by Tindal (2025).

Test Changes as Adaptations or Extensions of UDA in Setting [S], Administration [A], or Response [R].

Adaptations	Type	Definition and Clarification
Clarify/Simplify/Explain/Repeat Directions/Cue to stay on task	A	**Clarify/Simplify/Explain/Repeat directions** ensures that students hear the directions and problems accurately. Cue/prompt responses as needed.
Color Contrast/Overlays/Templates	A	**Color Contrast** or **Overlays/Templates** provide students better access to printed text or text on screens and therefore allow them to better understand and interpret the problem or item.
Extended time (if not fluency measures)	SA	**Extended time** may function like breaks, allowing students to take more time in reading the problems, reviewing the options (for selected response types), or composing responses in production tasks. This change does not include fluency measures.
Familiar proctor/test administrator	A	**Familiar proctor/test administrator** provides the student a person with whom they have experience (perhaps in the directions being read in a more appropriate manner or in the prompting to move along) to increase access to a wider range of problems.
Highlighting/Masking	A	**Highlighting** or masking allows students to make critical text stand out more from other text, thereby reducing the need to mentally sort/focus on critical content.
Large print	A	Presentation of assessment forms in **print greater than standard 12- or 14-point font** makes the materials more visible. Note that 'Zoom' can be used in the digital environment.
Magnification/Zoom	A	**Magnification** is a simple strategy to ensure that the student can see/read the item.
Manipulatives/Abacus	A	**Manipulatives** or **Abacus** may allow students to organize, sort, or count objects to represent the problem concretely (does **not** include 'numbers' tables).
Mathematics crib sheet	A	**Mathematics crib sheets** may function as a scaffold to ensure accurate information can be retrieved (e.g., conversion of measures across different metrics).
Multiple days or breaking test sessions	SA	**Multiple days** or breaking up the length of testing sessions may allow students to avoid fatigue and maintain attention. This change does not apply to fluency measures.

Noise reduction (buffer)/Volume Adjustment/Amplification	A	**Noise reduction** (buffers) or **Volume Adjustment/Amplification** can occur in any manner that allows students to maintain attention, by either reducing excess noise, providing white noise, or playing music from the student's playlist.
Paper format/Print on demand	A	**Paper format** or **print on demand** may ensure that students can see/read items and problems without having to access content displayed on a computer screen and potentially reduce glare or avoid scrolling.
Preferential seating	S	**Preferential seating** may reduce student anxiety or ensure that directions are heard (e.g., sitting in the front of the room).
Read aloud by humans or computers	SA	**Read aloud** provides students access to problems and options that otherwise may be not read or misread. Includes student reading aloud. Note: Only the Directions can be read aloud in Proficient and Basic Reading measures.
Recorded oral responses	R	Students may have their **responses recorded** for teachers to score later. This adjustment applies only to production responses (e.g., Letter Names or Sounds, Phoneme Segmenting, either Word or Passage Reading Fluency).
Scratchwork paper/Mark up booklets (e.g., eliminating options).	SAR	Students can have **scratch paper** when taking any of the measures, so they can record notes or test taking strategies.
Scribe	R	**Another person records** the student's response. Note that this change only applies to production written responses (e.g., mathematics problems).
Small group or individual administration	S	**Small-group and individual administration** potentially provide students a less distracting environment.
Speech-to-text/closed captioning	A	(Recorded) **Directions** can be **presented via text** so the student hears and sees them. This change includes use of closed captions.
Tactile graphics	A	**Graphics** can be presented in a tactile format to the student (primarily used in mathematics).
Text-to-speech (computer generated voice)	A	**Text-to-speech (computer-generated voice)** provides students the directions, which might otherwise be misread (or misinterpreted) by the student. Note: This change follows the same restrictions as Read Aloud (directions only in reading comprehension but allowance in mathematics).
Translations or different language versions.	A	**Multiple languages** (e.g., English or Spanish) may be used in translations of test directions. Note: If the test is a measure of the primary language, then items and problems must be presented in that language.

Test Changes Noted in the IEP as Allowed or Required in Setting [S], Administration [A], or Response [R].

Accommodation	Type	Definition and Clarification
Assistive Technology	SAR	Any **assistive devices** that allow facilitative changes in presentation to or responses from students.
Braille	AR	**Universal English Braille (UEB)** is the preferred type of Braille, but whatever presentation type is presented, it should be consistent with that used in instruction.
Signed administration	AR	**Signed administration (or response)** is designed so that students with hearing impairments or who are deaf can participate in taking most *easyCBM*® measures (those that use multiple choice items). However, for fluency measures that require the student to read out loud, the loss or limit of hearing may impede clear enunciation and make this measure difficult to score; therefore, these measures should not be administered.
Medical Supports	SAR	**Various medical or prosthetic supports** provided during the test administration.

Some test changes are neither adaptations (universally designed adjustments) nor accommodations but are **modifications**: They invalidate the score and any decisions that can be made from the student's performance. The reason for this invalidation is that the construct being measured is changed, along with the change in setting (S), administration (A), or response (R).

Test Changes Not Allowed in Setting [S], Administration, or Response [R].

Modification	Type	Definition and Clarification
Extended Time for Fluency Measures*	A	**Extending time** for fluency measures misrepresents this construct because the measures are timed for 1-minute to obtain a measure of rate.
Read Aloud of Comprehension Measures	A	**Read aloud of passages and questions** (with options) changes the construct to 'listening comprehension' and misrepresents the construct of 'reading comprehension'. Note that the test directions may be read aloud.
Calculator for Math Measures	A	Allowing students to use a **calculator** represents a modification of math problem solving when items require explicit operational problems (e.g., 12 ÷ 4 = __). Although some *easyCBM*® math problems are not explicit operations, allowance of calculators becomes problematic in implementation and oversight.

** Fluency measures: Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, Passage Reading Fluency, all Spanish measures except for Vocabulary, and Dyslexia Identification measures (Rapid Automatic Naming and Pseudo-Word Reading).*

Students may present a number of medical and physical conditions that are not a formal disability, such as stuttering, traumatic brain injury, seizure disorders, Tourette's syndrome, and many others. Teachers are still faced with addressing their unique needs with responsive educational programs, although these students have no Individual Educational Programs (IEPs) for protection of their legal rights to succeed in school, though they may receive the benefits of 504 Plans. The net effect of such conditions may make administration of *easyCBM®* measures difficult and result in compromised student responses. In such circumstances, teachers should consider using *easyCBM®* only from a clinical perspective to learn more about how to interact with the student and consider their performance on the measures as not comparable to others due to a change in the construct.

Conclusion

The recommendations of these test adaptations with *easyCBM®* are based on a technical report[4] written under a contract with the NAEP Validity Studies Panel and scheduled to be published in October 2024 through the American Institutes of Research (AIR). The research upon which the report is based represents a nearly exhaustive review of both published refereed publications and technical reports from various professional organizations over the past 40 years. Before the report was completed, the major conclusions and perspectives had been reviewed by the Panel with eventual agreement that NAEP may need to review and possibly revise its policies on accommodations based on the empirical and logical analysis presented in the report that included the following areas addressed:

- Research on test accommodations from NAEP as well as from meta-analyses conducted and published for students with disabilities and English language learners.
- Analyses and summaries of (in)consistencies among state practices.
- Impact of test adaptations on students with disabilities.
- Speculations on form versus function within a behavioral perspective.

[4] Tindal, G. (2025). *Rethinking "Standardization" for NAEP to Increase Equity and Access*. University of Oregon: Behavioral Research and Teaching. Technical Report 2510.