

**easyCBM: Benchmarking and Progress Monitoring System: RTI Assessment**

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**easyCBM: RTI-focused assessment**

- ▶ Initially developed in 2006 with a federal grant for a Model Demonstration Project on Progress Monitoring in Early Literacy in a Response to Intervention Framework.
- ▶ Enhanced with additional grants from the Institute of Education Sciences (IES), 2007-2011 and 2010-2014.
- ▶ \$7,000,000 in direct federal funding for Research & Development since 2006

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**Brief History of easyCBM**

- ▶ As of January 27, 2012:
  - 224,410 teachers have easyCBM accounts
    - (7762 in Ohio alone)
  - Over 2 million students
  - Over 9.5 million tests
    - > half of these taken since 2010

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### Why easyCBM?

- ▶ ORF & math computation are not enough
  - English language learners & older students, especially, need measures that go beyond these foundational skills.
  - Ongoing research and development work will continue to expand the measures available on easyCBM
    - In this year's research agenda:
      - Common Core-based new math measures (Gr. 6-8)
      - Non-fiction reading (Gr. 3-8)
      - Spanish literacy (Gr. K-2)
      - Study of Alignment to Common Core for all existing measures
    - In the planning stage (pending funding)
      - Common Core-based new reading measures (Gr. 8-10)

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### Assessments to Facilitate Instruction

- Our guiding principles:
- The assessment must give relevant information for:
    - Screening
    - Progress Monitoring
  - The measures must be technically adequate (reliable, with evidence to support the decisions they facilitate)
  - The system must be streamlined for use, incorporating Universal Design features throughout

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### Creating Communities of Practice

- Reports provide conversational starting points for key stakeholders:
  - teachers, school psychologists, administrators, specialists, parents, and students.
- Historical record of intervention information and academic performance.
- Different levels of access; ability to share student data seamlessly.
- Local control to fit local context.

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## Accessing the System

- ▶ District easyCBM: when districts purchase easyCBM, they are assigned a unique URL for their district to use.
  - The district IT Admin enters student and staff information and sets up user names and passwords.
- ▶ easyCBM Lite: designed for individual teacher use. Easily integrates with the full district package for seamless transition.

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## Assessments Designed for RTI

- Reading
  - Early Literacy
    - Phoneme Segmenting, Letter Names, Letter Sounds
  - Fluency
    - Word Reading Fluency, Passage Reading Fluency
  - Comprehension
  - Vocabulary
  - Read to Perform Task / Informational Text / Short Literary Text, will be added in SY 2011–12
- Mathematics
  - Based on NCTM Focal Point Standards (alignment to Common Core currently being studied)

paper-pencil  
computer-administered

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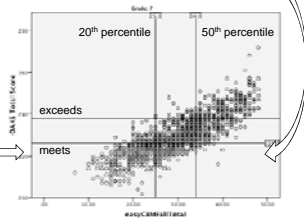
## How 'good' is 'good enough'?

		Competition <sup>1</sup>		State	
		easyCBM	OAKS	easyCBM	OAKS
easyCBM 1000 Scores	Median Competition	1	1	1	1
	By (State)	1	1	1	1
N		1528	1524	1524	1524
easyCBM 1000 Scores	Median Competition	107	107	107	107
	By (State)	107	107	107	107
N		1524	1524	1524	1524
easyCBM 1000 Scores	Median Competition	107	107	107	107
	By (State)	107	107	107	107
N		1524	1524	1524	1524

<sup>1</sup> Competition is split into the 10<sup>th</sup> level of states.

Students who score *below* the 20<sup>th</sup> percentile on easyCBM in the fall are *very unlikely* to meet the state benchmark on OAKS math

Students who score *at or above* the 50<sup>th</sup> percentile on easyCBM in the fall are *very likely* to meet the state benchmark on OAKS math.




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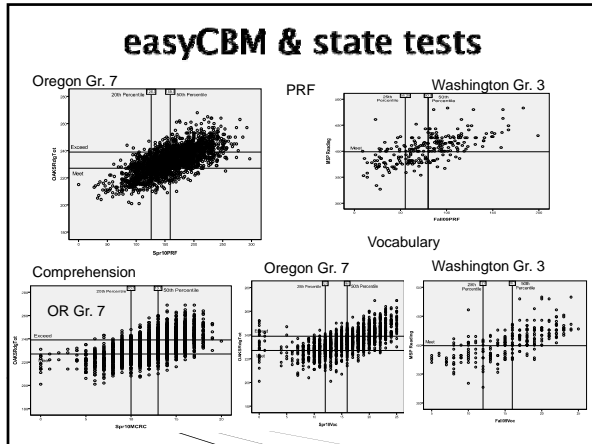
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### Developing Literacy

► **Alphabetic Principle**

- Recognizing letters (if someone can't name 41 letters in 60 seconds, the chances of him/her being able to read well are slim)
- Learning the sounds that letters can make (the building block of phonics)
- Understanding how to manipulate sound units to form words / sentences
- Assessed with Phoneme Segmenting (only appropriate for your students who are basically non-readers) / Letter Names / Letter Sounds
- Instructionally, address skill deficits with structured phonics program, delivered one-on-one or in small groups with students at same skill level. Requires INTENSIVE intervention that should be delivered in addition to regular English / Lang Arts instruction.

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### Developing Literacy

► **Fluency**

- Brain internalizes 'rules' about grapheme (written words) / phoneme (sound units) relationships.
- Repeated exposure to words = move to sight word vocabulary bank
- +/- 150 CWPM needed to read with comprehension
- Assessed with Passage Reading Fluency (a.k.a. PRF and ORF) tests
- Appropriate for students who are not yet reading at the 150 CWPM rate
- Instructionally, address skill deficits with fluency-building programs such as Read 180, Read Right, Read Naturally, choral readings, repeated readings, small group and individual interventions in addition to core English / Lang Arts instruction

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### Developing Literacy

- ▶ **Comprehension**
  - Literal (what is \_\_\_?)
  - Inferential (why did \_\_ do \_\_?)
  - Evaluative (what is the 'best'...what is \_\_ mostly about?)
  - Linked closely to vocabulary knowledge
  - Varies tremendously depending on text features (is the text describing something the student is interested in / familiar with, etc.)
- ▶ Assessed with Multiple Choice Reading Comprehension
- ▶ Instructionally, address skill deficits with guided reading activities, reciprocal reading strategies, and guided practice using maze-type measures to model the use of meta-cognitive skills related to reading. Develop interest in reading for pleasure.

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### Developing Literacy

- ▶ **Vocabulary:**
- ▶ New Measure, introduced in 2011-2012
  - Vocabulary words embedded in sentences, with three possible answer choices

Tom laughs when he sees how **absurd** his friend looks in the funny hat.

**absurd means:**

silly

boring

colorful

Next

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### Developing Literacy

- ▶ **Read to Perform a Task:**
- ▶ New Measure, coming this summer!

45426. This book is mostly about:

pet parrots

adjustments

preparations

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### Developing Literacy

- ▶ Informational Text:
- ▶ New Measure, coming this summer!

**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
2. A rowboat moves with:
  - a. Oars
  - b. Cargo
  - c. Motor

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### Developing Literacy

- ▶ Short Literary Text:
- ▶ New Measure, coming this summer!

**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
2. What does Lucy hope Max will say someday?
  - a. Max
  - b. Bye
  - c. Lucy

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### Developing Math Understanding

- ▶ NCTM Focal Point Standards
  - 3 per grade
  - For Benchmark Assessments, all three are tested.
    - 45 item test, with items from all 3 focal points
    - 15-30 minutes
  - For Progress Monitoring, you can test all three or focus on individual domain areas
    - 16 item tests
    - 8-15 minutes
  - Alignment with Common Core State Standards being studied this year

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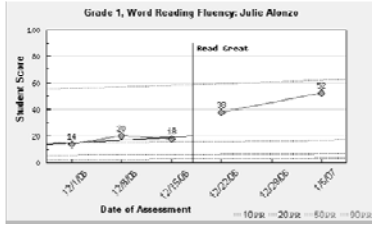
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### Progress Monitoring Assessments

- ▶ Alternate forms MUST be comparable!

If they are not, there is no way to interpret the information from this graph meaningfully.




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### The easycbm assessments

- ▶ The progress monitoring assessments available on easycbm were developed using Item Response Theory (IRT), a state-of-the-art statistical procedure (the same stats used by the makers of the SAT, the GRE, and most major large-scale assessments).
- ▶ IRT differs from classical statistical approaches in that it involves much more complex mathematics, simultaneously estimating the ability of the student and the difficulty of each item based on the pattern of responses across all items taken by all students.

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### The easycbm assessments

- ▶ IRT allows a test developer to understand not only the difficulty of a particular item, but also the relative difficulty of each of the possible answer choices.

Item	Answer	Score	Count	Ave. Measure
Gr5MC1	A	0	12	-0.67
Easy Item	C	0	9	0.75
(Msr. = -2.27)	<b>B</b>	1	155	0.81
Gr5MC13	A	0	66	-0.46
Hard Item	B	0	33	0.35
(Msr. = 1.10)	<b>C</b>	1	75	1.95

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## Moving from theory to practice

- ▶ We'll be previewing the easycbm website.  
You'll see:
  - How to log on to the site
  - How to organize your class lists
  - How to enter scores and assign online tests
  - How to interpret both group and individual reports
  - How to enter intervention information

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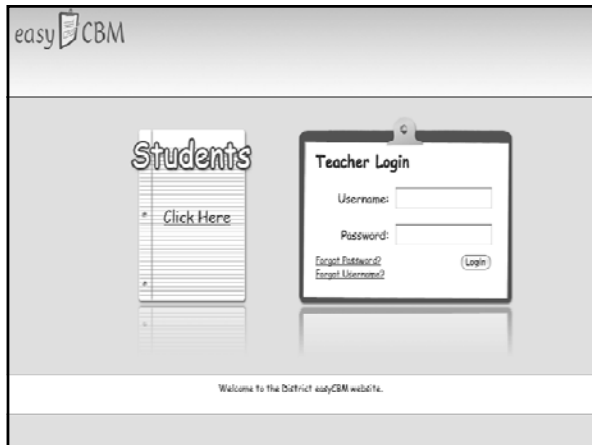
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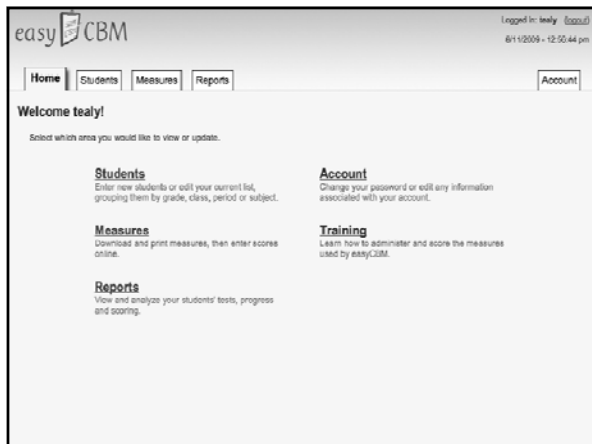
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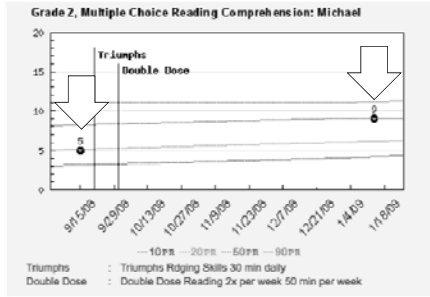








### MCRC: Benchmark Only




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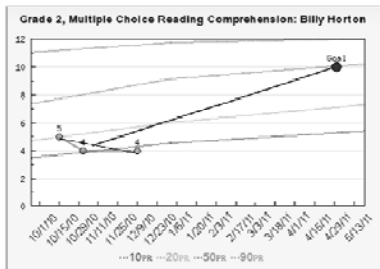
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### Goals and Amlines



An aimline is drawn from the mid-point of the first 3 tests to the goal plotted on the graph.

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### Enter ALL interventions

- Provides a short cut for future teachers as they are deciding on what to try for that student
- An important part of a student's educational history documentation
- ▶ Be as specific as possible
  - Specific curriculum and instruction, frequency, intensity, group size, location, provider




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