





***easyCBM*: Skills-Based Baseline/Progress Monitoring Tool**

Skills-based baseline assessments

Administered to those student who were identified for progress monitoring by *NWEA MAP* assessment. Also administered to students receiving special education (excluding students in self-contained classes and gifted only). The baseline probe(s) are administered at the student's enrolled grade level.

Progress Monitoring

Brief assessments administered at student's instructional level to individuals or small groups of students receiving support to determine response to instruction/intervention



Step 1: Student take easyCBM Benchmark tests

For *easyCBM* Benchmark tests taken online:
Students select [Click here](#) from the log in screen





Students type in their teacher's user name, then select their name and the test to take:

Type your teacher's username

Teacher **Walton**

Select your **Name** Logan Adcox

Select the **Test**

- Click to Select
- Math 3_Fall
- Reading Comprehension 3_Fall
- Vocabulary 3_Fall



To administer fluency measures:

- Teacher logs in
- From the **Measures** tab, the teacher prints out student copy of fluency test to be administered
- Teacher clicks **Enter Fall Scores**

The screenshot shows the 'Measures' section of the easyCBM interface. At the top, there is a navigation bar with tabs for 'K', '1', '2', '3', '4', '5', '6', '7', and '8'. The '4' tab is selected. Below this is a 'Fall Tests' section with a list of tests and their corresponding actions:

Test Name	Actions
Passage Reading Fluency 4_Fall	Student Copy, Assessor Copy
Vocabulary 4_Fall	Student Copy or Take Online (Preview)
Reading Comprehension 4_Fall	Student Copy or Take Online (Preview)
CCSS Math 4_Fall	Student Copy or Take Online (Preview)

Below the 'Fall Tests' section is the 'Measures on easyCBM' section. It includes a navigation bar with 'Measures' selected, and a sub-section for 'Measures on easyCBM' with a description: 'Select the grade level difficulty of the measure you want to access, then scroll to its section. For measures that can be administered online, have your students visit the link below and follow the on-screen instructions. For Benchmark measures, your district admin must enable them before they'll show up for your students. For Progress Monitoring measures, mark the checkbox next to each measure you want tested for your students. An answer key for the Benchmark measures is provided below.'

The 'Measures on easyCBM' section has two tabs: 'Benchmarks' and 'Progress Monitoring'. Under 'Benchmarks', there are three buttons: 'Enter Fall Scores' (with a red maple leaf icon), 'Enter Winter Scores' (with a blue snowflake icon), and 'Enter Spring Scores' (with a green flower icon). Below these buttons are three columns of measures: 'Combined Booklets', 'Reading', and 'Math'. Each column lists measures for 'Fall, K - 8th Grade', 'Winter, K - 8th Grade', and 'Spring, K - 8th Grade', with links for 'Student Copies' and 'Assessor Copies'.



To administer Benchmark fluency measures (con't):

- The teacher then clicks **Item Level Data**
- The teacher then clicks **Enter Answers**
- The teacher can then record errors as student is reading
- Click **Save**

Season: [Fall](#) | [Winter](#) | [Spring](#)

Grade: [Grade 1](#) | [Grade 4](#)

Total Score: [Item-level Data](#) Taken Online = Item-level Data =

Name	PRF 4_Fall	VOCAB 4_Fall	MCRC 4_Fall	CCSS Mth 4_Fall
Adams, Kenyon	Enter Answers	0 <small>INCOMPLETE</small>	16	16
Burks, Scott	Enter Answers	20	17	36
Caldwell, Silas	179	20	17	34
Campos, Audra	165	20	20	35
Chan, Irma	128	14	13	24

Name	PRF 4_Fall	VOCAB 4_Fall	MCRC 4_Fall	CCSS Mth 4_Fall
Adams, Kenyon	Enter Answers	0 <small>INCOMPLETE</small>	16	16
Burks, Scott	Enter Answers	20	17	36

Scott Burks PRF 4_fall

Passage Text Total Words

Kenny was given the best thing to do for homework ever! He was asked to write about the super power he would most like to have. Kenny thought long and hard about what he would write. He thought that he might like to be invisible. That way he could come and go as he pleased. He also thought it might be fun to be able to read other people's thoughts. Then, he would always know what they wanted and what they thought of him. Another super power Kenny considered was being faster than a car. He knew if he were that fast, it would enable him to stay late at his friend's house and come home seconds

Mark

Incorrect

Last Word

60

Start

Cancel Save



Step 2: Review Skills-Based Assessment Test Results:

easyCBM Progress made easy for RTI. tealy Account | Logout

Dashboard Students Measures **Reports** Interventions Resources

Reports and Analysis

Progress Monitoring Scoring Guidelines Detailed Percentiles Table

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see any student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student. **Interventions** are now accessible under the Individuals subsection, on the right-hand side of the table.

Benchmarks Groups **Individuals**

Benchmark Scores Risk Analysis

2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 Show Percentiles

Fall | Winter | Spring

Reading | Math

Grade 2

Students

	Student Name	PRF	VOCAB	MCRC	Risk	Suggested Progress Monitoring
1	Ball, Adalberto	65		5	Low	Insufficient data
2	Bernier, Alaina	30	5	2	Some	Every 2 weeks with WRF
3	Bohman, Janett			5	Low	Insufficient data
4	Cerrato, Oliver	115		11	Low	Insufficient data
5	Cupp, Mary			1	High	Insufficient data
6	Dimauro, Bobbie	132		4	Some	Insufficient data

Step 3: Use information on student performance to create intervention groups in easyCBM



2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 Show Percentiles

Fall | Winter | Spring

Reading | Math

Grade 2

- Groups can be created by teachers from the Benchmark Report

Students

Create Groups

Compare PRF

Compare VOCAB

Compare MCRC

Export CSV

Student Name	PRF	VOCAB	MCRC	Risk	Suggested Progress Monitoring
1 Ball, Adalberto	65		5	Low	Insufficient data
2 Bernier, Alaina	30	5	2	Some	Every 2 weeks with WRF
3 Bohman, Janett			5	Low	Insufficient data
4 Cerrato, Oliver	115		11	Low	Insufficient data
5 Cupp, Mary					
6 Dimauro, Bobbie					
7 Dieber, Kara					

- Groups can be created from the **Students** tab



tealy Account | Logout

Dashboard Students Measures Reports Interventions

Resources

Managing your Students

Add new Groups by clicking the Add Group button. If a student is in the currently selected group, they will have a check next to their name. If the student is not in the group, their checkbox will be unchecked. When a grouping or student is selected, links will appear that allow you to edit the entry.

My Students

Teacher/Student Setup

Groups

Add Group

Group Name
1 All Students
2 group 1
3 MW Group
4 Passage Fluency



Progress Monitoring assessments (con't)

- To administer fluency tests, print a copy for the student(s) and then select **Enter Scores**

Assessment Item	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 4_1			Enter Scores
Passage Reading Fluency 4_2			Enter Scores
Passage Reading Fluency 4_3			Enter Scores
Passage Reading Fluency 4_4			Enter Scores



Step 5: View results from Progress Monitoring tests from Group and/or Individuals tabs under **Reports**

Dashboard | Students | Measures | **Reports** | Interventions | Resources

side of the table.

Benchmarks | **Groups** | Individuals

Groups

Group Name	Student Count	Data Export
1 All Students	17	Export CSV
2 group 1	0	Export CSV
3 MW Group	0	Export CSV
4 Passage Fluency	0	Export CSV

CBMs This Year | Last Year | All Data

CBM Name	Tests Complete	Avg Scores
1 Letter Sounds 1_1 v0809 LS	1	34 LSPM
2 Letter Sounds 1_2 v0809 LS	1	44 LSPM
3 Letter Sounds 1_3 v0809 LS	1	60 LSPM
4 Math 2_Fall MATH	0	4 / 45 (9%)
5 Math 2_Spring MATH		
6 Math 2_Winter MATH		

Dashboard | Students | Measures | **Reports** | Interventions | Resources

Reports and Analysis

[Progress Monitoring Scoring Guidelines](#)
[Detailed Percentiles Table](#)

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see any student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student. **Interventions** are now accessible under the Individuals subsection, on the right-hand side of the table.

Benchmarks | **Groups** | Individuals

Students

Student Name	Tests Complete	Goals
1 Bali, Adalberto	15	Goals
2 Bemier, Alaina	22	Goals
3 Bohman, Janett	19	Goals
4 Cerrato, Oliver	13	Goals
5 Cupp, Mary	26	Goals
6 Dimauro, Bobbie	17	Goals
7 Disher, Kara	14	Goals

Dashboard | Students | Measures | **Reports** | Interventions | Resources



Resources

Dashboard

Students

Measures

Reports

Interventions



Admin

Manage user accounts, student records, and system settings, export data, or contact our tech support



Students

Manage your list of students and organize students into groups



Measures

Administer benchmarks and progress monitoring measures to assess student progress



Reports

View and analyze your students' performance or progress



Interventions

Create and manage instructional interventions for students



Resources

Access training, download guides, watch videos, and more



Account

View and update your account information



Resources

Resources

Learn everything you need to know about easyCBM - access the training website, read the manual, browse a quick guide, watch tutorial videos, or access research and reports from the Behavioral Research and Teaching team.

easyCBM Training

Learn how to administer the easyCBM measures to your students and more.

[View Training Website](#)

Manuals

 [easyCBM_OverviewManual.pdf](#)

 [easyCBM_UsersGuide_v1.1.pdf](#)

 [easyCBM_AdminGuide_v1.1.pdf](#)

Quick Guides

 [Starting a New School Year_v1.pdf](#)

 [...](#)



Training

Teachers can practice scoring to ensure proficiency across measures.

easyCBM Training

This multimedia module provides training on the easyCBM assessment system and proficiency exams for you to check your understanding. Complete the training section first before proceeding to the proficiency exams. Click on the links below to get started.

Group Administered Measures

Task Name	Training	Proficiency
Overview of Group Administration	Not Attempted	Not Attempted
Multiple Choice Reading Comprehension	Not Attempted	Not Attempted
Vocabulary	Not Attempted	Not Attempted
Mathematics	Not Attempted	Not Attempted

Individually Administered Measures

Task Name	Training	Proficiency
Overview of Individual Administration	Not Attempted	Not Attempted
Letter Names	Not Attempted	Not Attempted
Letter Sounds	Not Attempted	Not Attempted
Phonemic Segmenting	Not Attempted	Not Attempted
Word Reading	Not Attempted	Not Attempted
Passage Reading Fluency	Not Attempted	Not Attempted



Training

Training sections for individually-administered measures include video clips

[Main Menu](#)

Training on Administration and Scoring: Overview of Individual Administration

For all individual measures it is important to assess in a quiet place free of distractions and noise. You will need a clipboard, stopwatch, pencil, place marker or cover sheet, assessor copy, and student copy of each test being administered.

To begin, have the student sit down and position yourself across from the student so he/she cannot see your clipboard. Read the standardized directions exactly as they are written on the Assessor Copy of the test. Make sure the student understands the directions. If the student indicates that he/she does not understand what is expected, read the directions again and provide an example (not from the actual test).

Once the student is ready, you may start the test. Begin timing when the student says the first item (or in the case of the phoneme segmenting measure, when you provide the first word to be segmented). At the end of the timing, mark the last item the student responded to, but allow the student to complete the row / word / sentence rather than cutting him /her off abruptly.

Avoid providing the student with visual or auditory clues about the correctness of responses during the test. (e.g., do NOT say, "good job!" or "right!")





Resources

Resources

Learn everything you need to know about easyCBM - access the training website, read the manual, browse a quick guide, watch tutorial videos, or access research and reports from the Behavioral Research and Teaching team.

easyCBM Training

Learn how to administer the easyCBM mea

[View Training Wet](#)

Manuals

 [easyCBM_Overview](#)

 [easyCBM_UsersGuic](#)

 [easyCBM_AdminGui](#)

Quick Guides

 [Starting a New School](#)

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