

## Progress Monitoring Administering Measures Online Selecting Measures for Online Administration (Vocabulary, Multiple Choice Reading Comprehension, CCSS Reading)

### Logging on:

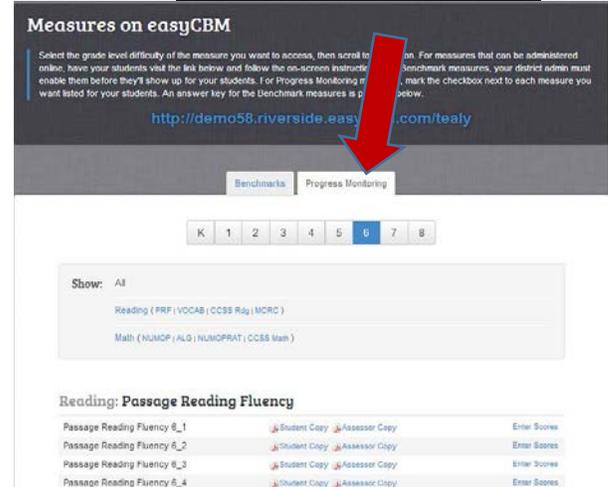
1. Locate our county's easyCBM website:  
<http://marion.wv.easycbm.com/>
  - a. Bookmark this site
  - b. **DO NOT** try to log on to the **free** easyCBM site. Your credentials **will not work** there.
2. Log on using these credentials:
  - a. Username: **your entire K12 email**
  - b. Click "Forgot Password" to **RESET YOUR PASSWORD.**

The measures designed for group administration are optimized for group **online** testing. However, you can also administer these measures as paper-and-pencil tests and enter student responses into *easyCBM*.

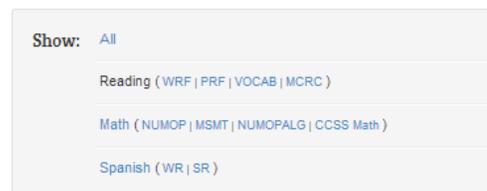
**Guidelines:** Students who benchmark at or below the **10th** percentile should be progressed monitored **one grade below**. You may have to drop more than one level to find the grade where they score at the 11<sup>th</sup> percentile. Students who benchmark between the **11th** and the **75th** percentile should be progressed monitored **at grade level**. **Students should only be progress monitored on skill areas in which they are receiving intervention.**

To select a measure to administer online or to administer an online test as a paper-and-pencil test:

1. Click the ***Measures*** tab.
2. Click the ***Progress Monitoring*** tab.



3. Select the grade level.
4. From the ***Show box***, filter Progress Monitoring assessments by clicking the desired assessment group (for example, Reading) or an individual assessment



5. Scroll to locate the assessment you wish to administer online.
  - If you will administer the test **paper and pencil**, print student and assessor copies.
  - If you will administer a **fluency** item **online**, print the student copy only.
  - If you will administer **vocabulary** or **MCRC online**, select ***Take Online*** (Fluency measures cannot be taken online.)



## To administer tests online (Vocab and MCRC):

**Note:** easyCBM automatically scores assessments administered online. You will not have to enter data after the assessment has been taken.

- To continue **administering the test online**, click “Take Online” and complete the following information:
  - select the group in Which Groups?
  - Choose an option to customize the feedback that will be provided to the students
- Students are now able to take the test online.

**Note:** You can preview the online test by clicking Preview. The preview version is for you to view individual test items or to demonstrate to students how to begin the test. Because the preview version shows actual test items, you should not use this interface to provide students with answers to “example” questions, as doing so will invalidate student scores. Answers selected in the preview version are not saved.

## To administer Vocab and MCRC Paper/Pencil:

To have students take the Vocabulary or MCRC Measures **paper/pencil** and **enter scores manually**, print student copies. When you have scored the tests, click “**Enter Scores**” in the Paper/Pencil column next to the test you administered:



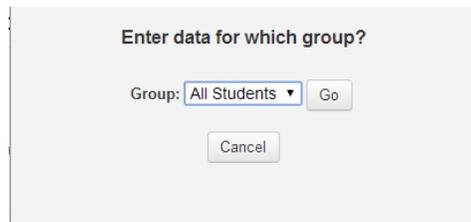
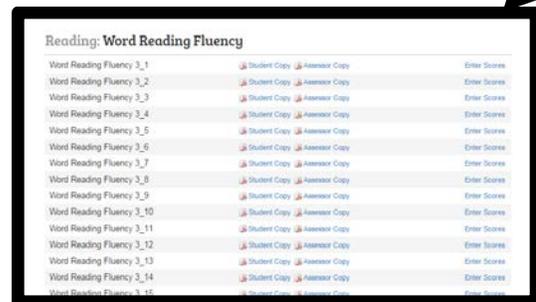
Choose your group. Remember to **change the date** at the top of the page if you didn’t administer the test today.

## Entering Individually Administered Progress Monitoring Scores into easyCBM (Fluency Measures)

Click on the **Measures** tab. Click on the **Progress Monitoring** tab. Click the **Grade Bar**.

Teachers have **2 options** for scoring individually administered progress monitoring tests: 1. **Enter Scores** and 2. **Show Stopwatch**

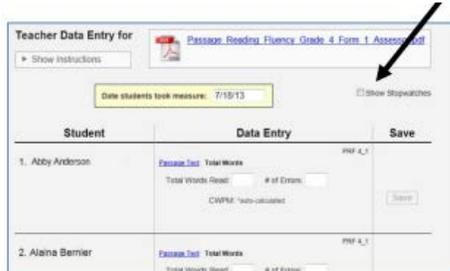
**Option 1:** Print the Student and Assessor Copies, mark student errors, score the assessment, and then enter the score for that test by selecting **Enter Scores** to the right of the test name. Select the group. **Change the date** if you didn’t administer the test today. Enter student scores.



**Option 2:** To administer without printing the Assessor Copy, select **Enter Scores** to the right of the test name. Click the

box to **Show Stopwatch**. For Passage Reading Fluency (PRF), you can select

**Passage Text** to show and mark the passage in real time.



Start the stopwatch, administer the measure, marking student errors on a computer, ipad, or smart phone, and then mark the last word/sound read when stopwatch is at zero (0). **Click Save**.

easyCBM automatically scores the test and updates reports with the student's results.

## Deleting Student Responses in easyCBM

In the event that a student accidentally accesses another student's online Progress Monitoring test, you can delete the responses in easyCBM.

### To delete student responses in easyCBM:

1. Click the **Measures** tab.
2. Click the **Progress Monitoring** tab.
3. Select the **grade**
4. In the **Show: box**, select the measure from which you are deleting responses from the system.
5. Locate the measure from which you will delete responses. Click **Enter Scores**.
6. Select the **Group**

7. Locate the student
8. In the **Save** column, click the Delete link located below the Save button.

For more information, go to your **Dashboard**. Click on the **Resources** tab. You will find the **User's Manual** there.

To learn how to administer and score the individually-administered measures (PS, LN, LS, WRF, PRF), log on to the easyCBM® website and click on the **Resources** link, then **“View Training Website”**.

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[Training on Administration and Scoring: General Test 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 (30 or 60 seconds, depending on measure type), 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!")

[Test Your Proficiency](#)

## Administering Fluency-Based Measures

### Administering and Scoring Letter Names (LN) and Letter Sounds (LS)

- Kindergarten and First Grade

The **Letter Sounds** measure tests students' ability to produce the most common sounds associated with the letters of the English alphabet and common digraphs, both in their lower case and capitalized forms. In this individually-administered measure, students are shown a series of letters organized in a chart on one side of a single sheet of paper and given 60 seconds to produce as many of their corresponding sounds as they can. A trained assessor, reading a standardized set of instructions, follows along as the student produces the letter sounds, indicating on his/her own test protocol each letter sound the student reads incorrectly and prompting the student to go on if he/she hesitates at a letter for more than three seconds. Student self-corrections are counted as correct responses. At the end of 60 seconds, the assessor marks the last letter sound produced with a bracket. This information is then entered on the EasyCBM website using the Measures page.

#### To administer **Letter Names (LN)** and **Letter Sounds (LS)**:

Note: This is a 60-second timed test.

1. Place the probe marked “Letter Names Student Copy” or “Letter Sounds Student Copy” in front of the student and give the marker to the student to help the student track his or her place.
2. Read the directions to the student exactly as written in the Assessor Copy.
3. Start the stopwatch when the student says the first letter.
4. Follow along in the Assessor Copy as the student reads letters from the Student Copy of the test. Mark a slash through any letter name/sound the student says incorrectly.
5. Place a bracket after the last letter name or sound read before the time expired. (See the scoring sample on the next page.)

#### To score **Letter Names (LN)** and **Letter Sounds (LS)**:

1. Use the guidelines below to score Letter Names (LN) and Letter Sounds (LS).

If the student...	Then...	And...
Does not get any correct letter names/sounds within the first three rows	Discontinue the test	Record the score as 0 (①)
Hesitates on a letter for three seconds	Provide the name/sound of the letter to the student	Score the letter as incorrect (②)
Makes an error, then self-corrects within three seconds	Do not count as an error	Write “SC” above the letter (③)
Skips a letter or an entire row		Count that letter or row as incorrect (④)

R	B	s	K	j	N	P	Z	H	o	1	10
M	C	p	O	W	e	R	T	y	U	5	50

Annotations: A slash is drawn through the 'C' in the second row. A bracket is drawn under the 'y' in the second row. A circled '1' is above the 'o' in the first row. A circled '2' is above the 'C' in the second row. A circled '3' is above the 'p' in the second row. A circled '4' is above the 'y' in the second row. A circled '5' is above the 'U' in the second row. The letters 'sc' are written above the 'p' in the second row.

- Count and record the number of correct letter names/sounds read correctly in the allotted 60 seconds.
- Enter the student's score in *easyCBM*.

## Administering and Scoring Phoneme Segmentation (PS)

—Kindergarten and First Grade

If you have access to a device that uses a touch screen, you have the option to enter student responses directly into *easyCBM* instead of marking an Assessor Copy and entering scores into the system later (also available for iPad users). See “Entering Student Responses for Fluency-

### Phonemic Segmenting

Unlike the other EasyCBM measures, the Phoneme Segmenting measure is administered entirely orally. The assessor reads from standardized written directions printed on the test protocol and then administers the measure to the student. Students are provided with three examples of the assessor demonstrating how to segment a word into its constituent phonemes, then the assessor delivers the first word and starts the timing. The assessor says a word aloud, and the student articulates the individual phonemes of which the word is comprised. Students score one point for every phoneme they segment correctly. At the end of the 60-second timing, the assessor marks the last phoneme segmented with a bracket. This information is then entered on the EasyCBM website using the Measures page.

To administer **Phoneme Segmentation (PS)**:

Note: This is a 60-second timed test.

- Read the directions to the student exactly as written in the Assessor Copy.
- Start the stopwatch when the student says the first phoneme.
- Administer all items on the page. If the student has a score of zero after the first five rows (for example, the student simply repeats the word after it is provided), stop the test and give the student a score of zero. Students are NOT penalized for saying extra phonemes.
- Place a bracket after the last phoneme read before the time expired.

To score Phoneme Segmentation (PS):

1. Use the guidelines below to score Phoneme Segmentation (PS):

If the student . . .	Then . . .	And . . .
Says a phoneme correctly	Underline the phoneme (①)	Record the maximum number of correct segments
Says a phoneme incorrectly	Put a slash through the phoneme (②)	Record the number of correct segments <ul style="list-style-type: none"> <li>The student is not penalized for adding extra phonemes if they are separated from the other sounds in the word (③)</li> <li>If the extra phoneme is added to an existing one, the segment is marked incorrect (④)</li> </ul>
Repeats the entire word	Circle the word (⑤)	No credit is given

If the student . . .	Then . . .	And . . .
Adds a <i>schwa</i> sound (/u/) to consonants	Do not count as an error	Record the number of correct segments  <b>Note:</b> Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the <i>schwa</i> . For example, if the word is “trick” and the student says “tu...ru...i...ku,” the student would receive 4 of 4 points. (See examples below.)

Word	Student Says	Scoring Procedure	Correct Segments
trick	"tu...ru...i...ku"	/t/ /r/ /i/ /k/	4/4
cat	"ku...a...tu"	/k/ /a/ /t/	3/3

**Scoring sample:**

Item	Teacher Says	Student Says	Number Correct
16	Straight	/s/ /t/ /t/ /aigh/ /t/ ①	<u>5</u> / 5
17	First	/f/ /ir/ /s/ /t/ ②	<u>3</u> / 4
18	Lamb	/l/ /a/ /mb/	<u>2</u> / 3
19	Bide	/b/ /i/ /de/ s ③	<u>3</u> / 3
20	Soak	/s/ /oa/ /ks/ ④	<u>2</u> / 3
21	Mess	/m/ /e/ /ssl/ ⑤	<u>0</u> / 3

2. Count and record the number correct in the allotted 60 seconds.
3. Enter the student's score in *easyCBM*. See "Entering Student Responses for Fluency-Based Measures," beginning on page 41.

### Administering and Scoring Word Reading Fluency (WRF)

—Kindergarten through Third Grade

If you have a device with touch-screen technology (for example, an iPad), you have the option to enter student responses directly into *easyCBM* instead of marking an Assessor Copy and entering scores into the system later.

In the **Word Reading** measure, students are shown one side of a single piece of paper on which a series of words are written in a chart format. The words represent a range of difficulty, getting successively more challenging as they progress across and down the chart. Assessors read the standardized written directions, indicating that students should start at the top of the page and read across the rows (assessors are instructed to demonstrate by running their finger across the row of words, then down to the next row). If a student pauses for longer than three seconds, the assessor supplies the word, counts the response as incorrect, and prompts the student to move on to the next word on the list. At the end of 60 seconds, the assessor marks the last word read with a bracket. This information is then entered on the EasyCBM website using the Measures page.

To administer **Word Reading Fluency (WRF)**:

Note: This is a 60-second timed test.

1. Place the Word Reading Student Copy in front of the student.
2. Read the directions to the student exactly as written in the Assessor Copy.
3. Start the stopwatch when the student says the first word.
4. Follow along in the Assessor Copy as the student reads the words from the Student Copy of the test. Mark a slash through any word the student says incorrectly.
  - Use a cover sheet to reveal only the words in the row the student is reading.
  - If the student is unable to read any words in the first three rows, discontinue the test.
5. Place a bracket after the last word read before the time expired.

To score **Word Reading Fluency** (WRF):

1. Use the guidelines below to score Word Reading Fluency (WRF):

If the student . . .	Then . . .	And . . .
Does not read any words within the first three rows	Discontinue the test	Record the score as 0
Hesitates on a word for three seconds	Provide the word to the student	Score the word as incorrect (see ① in sample below)
Makes an error, then self-corrects within three seconds	Do not count as an error	Write “SC” above the letter (see ② in sample below)
Skips a word or an entire row	Help the student find his or her place	If the student reads the word correctly after finding his or her place, do not count as an error.  If the students does not read the word correctly after finding his or her place, count that letter or row as incorrect (see ③ in sample below).

Scoring sample:

The	or	will ①	Number
of	about ③	remain	No

SC ②

- Count and record the number of words read correctly in the allotted 60 seconds.
- Enter the student’s score in *easyCBM*. See “Entering Student Responses for Fluency-Based Measures,” beginning on page ??.

## Administering and Scoring Passage Reading Fluency (PRF)

—First Grade through Eighth Grade

If you have a device with touch-screen technology (for example, an iPad), you have the option to enter student responses directly into *easyCBM* instead of marking an Assessor Copy and entering scores into the system later.

The **Passage Reading** measure is a standard Oral Reading Fluency (ORF) measure. It consists of a narrative passage typed on one side of a single sheet of paper. As in the other measures on the EasyCBM system, an assessor reads the directions from a set of

standardized written instructions and marks incorrect answers on his/her own copy of the test protocol while the student is reading. Assessors supply the correct word and count the response as incorrect any time a student pauses for longer than three seconds on a word. At the end of one minute, the assessor marks the last word read with a bracket. This information is then entered on the EasyCBM website using the Measures page.

To administer **Passage Reading Fluency (PRF)**:

Note: This is a 60-second timed test.

1. Place the Passage Reading Student Copy in front of the student.
2. Read the directions to the student exactly as written in the Assessor Copy. Identify the proper nouns in the passage before you begin timing, as the instructions direct.
3. Start the stopwatch when the student says the first word of the reading passage.
4. Follow along in the Assessor Copy as the student reads the words from the Student Copy of the test.
  - Mark a slash through any words the student says incorrectly in the first line of the first passage.
  - If the student is unable to read any words correctly in the first line of the first passage, discontinue the test.
5. Place a bracket after the last word read before the time expired.

To score Passage Reading Fluency (PRF):

1. Use the guidelines below to score Passage Reading Fluency (PRF):

If the student . . .	Then . . .	And . . .
Does not read any words within the first line of the first passage	Discontinue the test	Record the score as 0
Hesitates on a word for 3 seconds	Provide the word to the student	Score the word as incorrect (①)
Makes an error, then self-corrects within 3 seconds	Do not count as an error	Write "SC" above the word (②)
Omits words	Count as an error	Score the word as incorrect (③)
Inserts words	Do not count as an error	No action required

Scoring sample:

<u>Susan</u> was nervous because it was her first day attending a new school.	13
She had just moved from a different <del>state</del> <sup>1</sup> . She did not know anybody at her	28
new school. She was worried that the kids would be mean to her. Both her	43
mother and father had started <sup>SC</sup> <del>new</del> <sup>2</sup> jobs, so Susan had to ride the bus to	58
school on her own that first day. This made her even more <del>nervous</del> <sup>3</sup> . As Susan	73
was waiting for the bus, another girl about her age walked up to the bus stop	89
too. She said her name was <u>Karen</u> . She asked if Susan was going to River Park	105
School. Susan told her that she was starting school there that day.	117

2. Count and record the number of total words read, errors, and total correct words in the allotted 60 seconds.
3. Enter the student's score in *easyCBM*.