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STUDENTS

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EASY CBM

www.easycbm.com



Purpose for Today

- * Experience easycbm for yourself
- * Learn how to use easycbm for IEP Goal-Writing
- * Provide IRIS resources to Deepen your Understanding of Curriculum-Based Measurement for Goal-Writing and Progress-Monitoring.



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STEP 1

The Student Experience



* Sign in at www.easycbm.com and type my name as your teacher.

Type your teacher's username

Step 2



Teacher Sue Hall

Select your Group

Select your Name

Select the Test

- * Select Session 3 or Session 4
- * Select your “name” (02, 03.....11, 12...) See Log-in Cards
- * Select your test: Odd numbers select math; Even numbers select reading: You will have 5 minutes. Errors welcome.

Step 1

The Teacher Experience

Announcement: easyCBM partners with Riverside, a Houghton Mifflin Harcourt subsidiary.

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TEACHERS

Username

Password

LOGIN

Don't have an account yet? - [Register Now](#)

Forgot your password? - [Reset Your Password](#)

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**Bringing 30 years of research
into the hands of classroom teachers**

easyCBM Lite provides progress monitoring for students in grades K-8.

[Sign-up](#) for a **free** account.



Curriculum-Based Measurement Solutions for Every Tier

easyCBM™ is an enhanced district assessment system designed by researchers at the University of Oregon as an integral part of an RTI (Response to Intervention) model. Distributed exclusively by Riverside, it provides school districts, administrators, and teachers with a full suite of assessment and reporting options, offering a complete solution at every tier of the RTI process.

Enhanced features include:

- Full set of Benchmarking and Progress Monitoring assessments, Reading and Math, Grades K through 8.
- Sync teachers accounts, student records, and class lists from your Student Information System. Easily maintain student records from year to year.
- Multiple levels of account access for teachers, principals, district personnel, and administrators.
- Various forms of data entry including online student tests, streamlined total score entry of paper-pencil tests, and other options.
- Reports by teacher, building, grade-level, or district with customizable percentiles and color-codings, including exports for your Data Warehouse.
- Admin panel with various system-level settings and configurations, user account management, and student record maintenance.
- Secure SSL website connections with 256-bit data encryption (same level used by banks) and optional password protection of online student tests.

* TAKE the SCREEN SHOT TOUR

* www.easycbm.com

STEP 2

Reports

View and analyze your students' tests, progress and scoring.

New Math Items Being Piloted, Now through June 15

Earn a \$50 Amazon.com gift card for participating in a brief research study to pilot new math items, K-5. To qualify for the gift certificate, teachers must have a minimum of 20 students complete the study. Click on math.easycbm.com to sign up now! (Note: because this is an initial field test of these math items, you will not receive results on how your students do on the test forms this time).

Effective July 1, 2013: Accounts will be limited to 200 students

The popularity of easyCBM Lite continues to grow exponentially! Along with this growth comes increased costs to maintain the system. To ensure that we are still able to support individual classroom use of easyCBM Lite, we will be limiting the number of students per easyCBM Lite teacher account, effective July 1, 2013. This change will affect your ability to add new students to your account until you delete enough students to go beneath the 200 student cap, but will not affect any other aspects of the system. If you are using your account to support multiple teachers or classrooms, please contact Riverside/Houghton Mifflin Harcourt for information about receiving a free district account for the remainder of the 2012-2013 school year, giving you the opportunity to transfer all your existing data to a secure district account with many more features to support your needs. Your local assessment consultant can be located at www.riversidepublishing.com/contact

Remember that easyCBM Lite is intended for situations where schools/districts as a whole are not using easyCBM. Once the use goes beyond an individual at a school, users are expected to move to the District version. For more information on the easyCBM District version, please visit www.riversidepublishing.com/products/easycbm

 [easyCBM Teacher Manual](#)

Logged in: Sue Hall (Logout)

6/11/2013 - 11:51:54 am

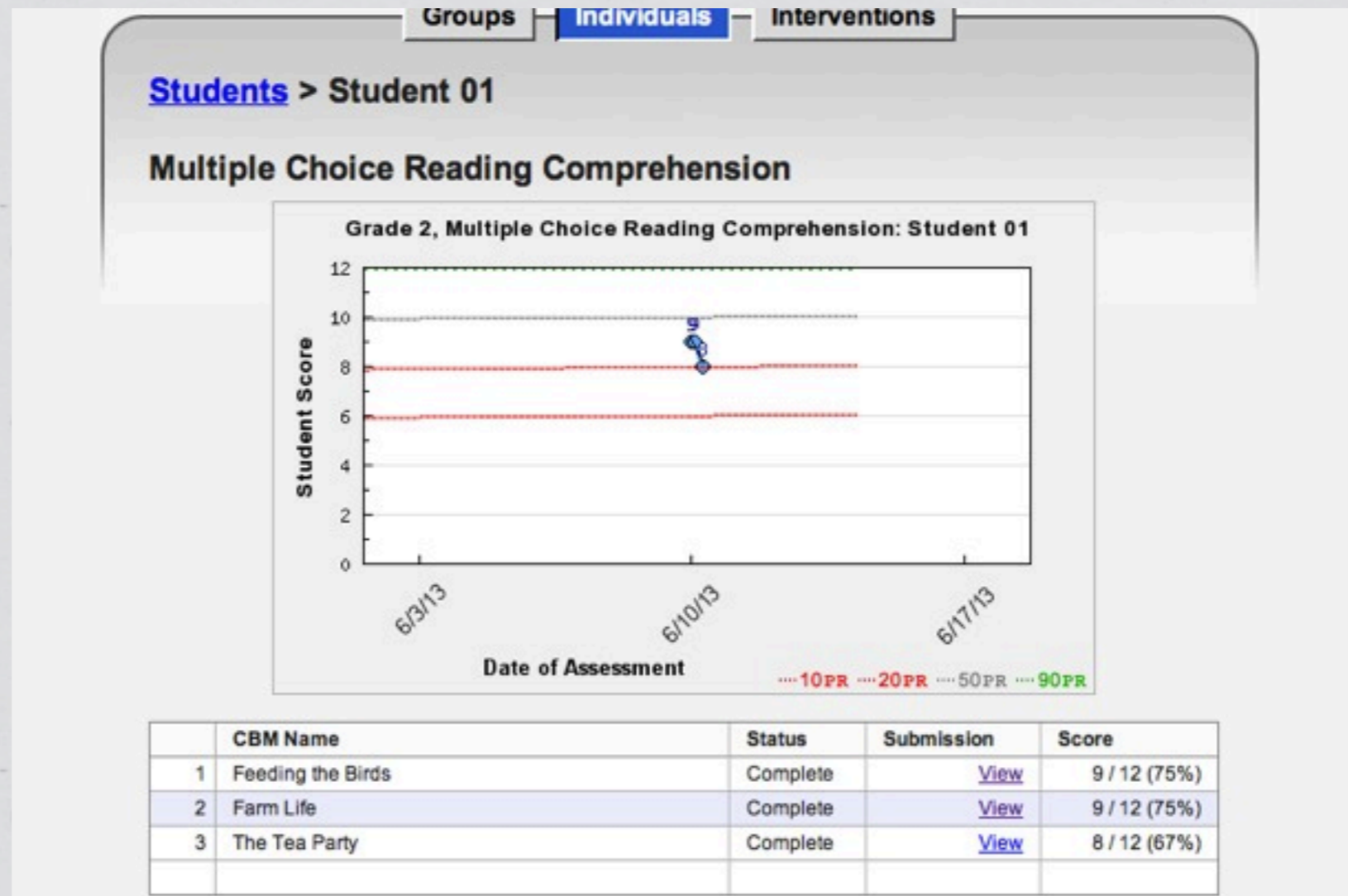
Account



Progress Monitoring
Scoring Guidelines

a summary and list of student scores. Then click "View"
at. Intervention lines for graphs can be set up in the

Using DATA for Goals READING

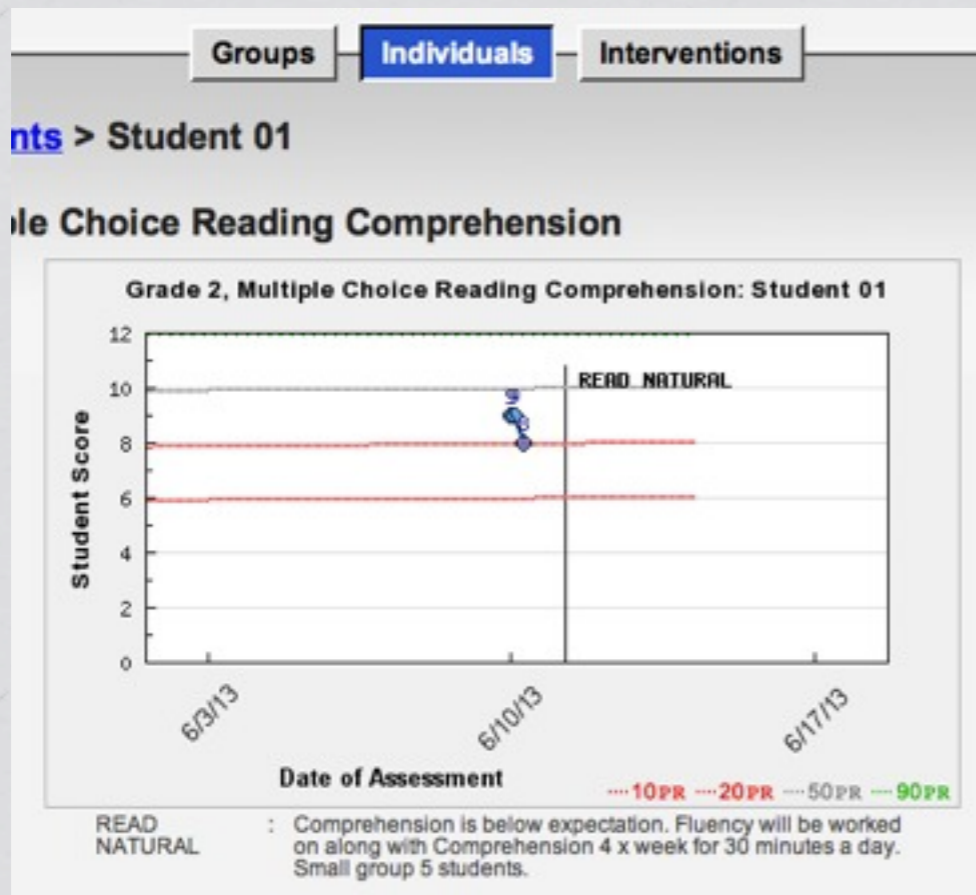


Analysis of Items

Top Easiest				Top Hardest			
Item	Type	Students Correct	Percentage	Item	Type	Students Correct	Percentage
7	Literal	1 of 1	100%	10	Inferential	0 of 1	0%
8	Literal	1 of 1	100%	4	Literal	0 of 1	0%
9	Inferential	1 of 1	100%	12	Inferential	0 of 1	0%
11	Literal	1 of 1	100%				
1	Literal	1 of 1	100%				
6	Inferential	1 of 1	100%				

- * Conclusion: As a fifth-grader, Sue is making very slow comprehension progress. Phonics should be assessed and also word and passage fluency. It may be determined that fluency and decoding should be worked on intensely before comprehension. (see easycbm manual)
- * Assess and Progress Monitor in word and passage fluency every one-two weeks after delivering a strong intervention. Assess Comprehension again in a month.

Interventions



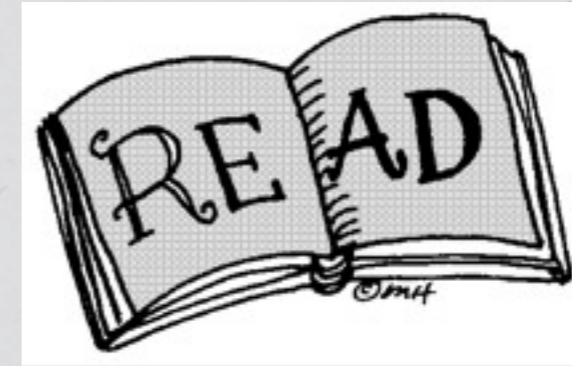
Groups Individuals Interventions

Educational Program Log

Student	Label	Date	Description
Student 01	READ NATURA	6/12/13	Comprehension is below expectation. Fluency will be worked on along with Comprehension 4 x week for 30 minutes a day. Small group 5 students.

Del

READING GOAL



* SAMPLE GOALS USING EASYCBM

READING COMPREHENSION

1. By June 12, 2014, when given a passage representing the 3rd grade level for comprehension, Sue will be able to answer 15/20 (representing the 50th % ile) literal and inferential questions in 2/3 trials as measured by curriculum-based measured passages.
 - a. By November 12, 2013, when given a passage representing the 2nd grade level for comprehension, Sue will be able to answer 10/12 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.
 - b. By March 12, 2014, when given a passage representing comprehension at the 3rd grade level, Sue will be able to answer 11/20 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.

BASELINE DATA: Sue is able to read passages representing the 2nd grade level with 8.5/12 literal and inferential questions. Sue is stronger in answering literal questions. She is at the 40th percentile for 2nd grade passages as measured by curriculum-based assessments



Annual Goal

Grade 3 Reading Measures

Percentile	Word Reading Fluency			Passage Reading Fluency			MC Reading Comprehension			Vocabulary		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	16	24	33	31	64	60	6	7	8	TBD	TBD	TBD
20 th	25	36	46	51	81	81	8	8	10	TBD	TBD	TBD
50 th	47	57	65	83	114	115	11	11	15	TBD	TBD	TBD
75 th	61	72	76	108	147	144	14	13	17	TBD	TBD	TBD
90 th	72	84	91	138	173	173	16	15	19	TBD	TBD	TBD

- * By June 12, 2014, when given a passage representing the 3rd grade level for comprehension, Sue will be able to answer 15/20 (representing the 50th % ile) literal and inferential questions in 2/3 trials as measured by curriculum-based measured passages.

*

1st OBJECTIVE

Grade 2 Reading Measures

Percentile	Word Reading Fluency			Passage Reading Fluency			MC Reading Comprehension			Vocabulary		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	9	15	29	18	23	38	3	5	6	TBD	TBD	TBD
20 th	17	24	43	30	41	62	4	6	8	TBD	TBD	TBD
50 th	37	49	65	52	78	97	7	9	10	TBD	TBD	TBD
75 th	56	67	80	79	102	126	9	11	12	TBD	TBD	TBD
90 th	72	80	93	110	126	155	11	12	12	TBD	TBD	TBD

- * By November 12, 2013, when given a passage representing the 2nd grade level for comprehension, Sue will be able to answer 10/12 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.

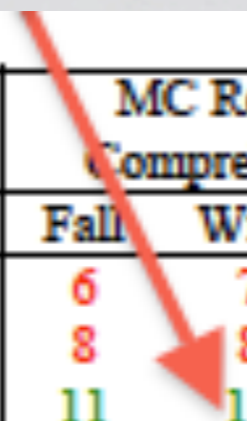
*

2nd Objective

By March 12, 2014, when given a passage representing comprehension at the 3rd grade level, Sue will be able to answer 11/20 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.

Grade 3 Reading Measures

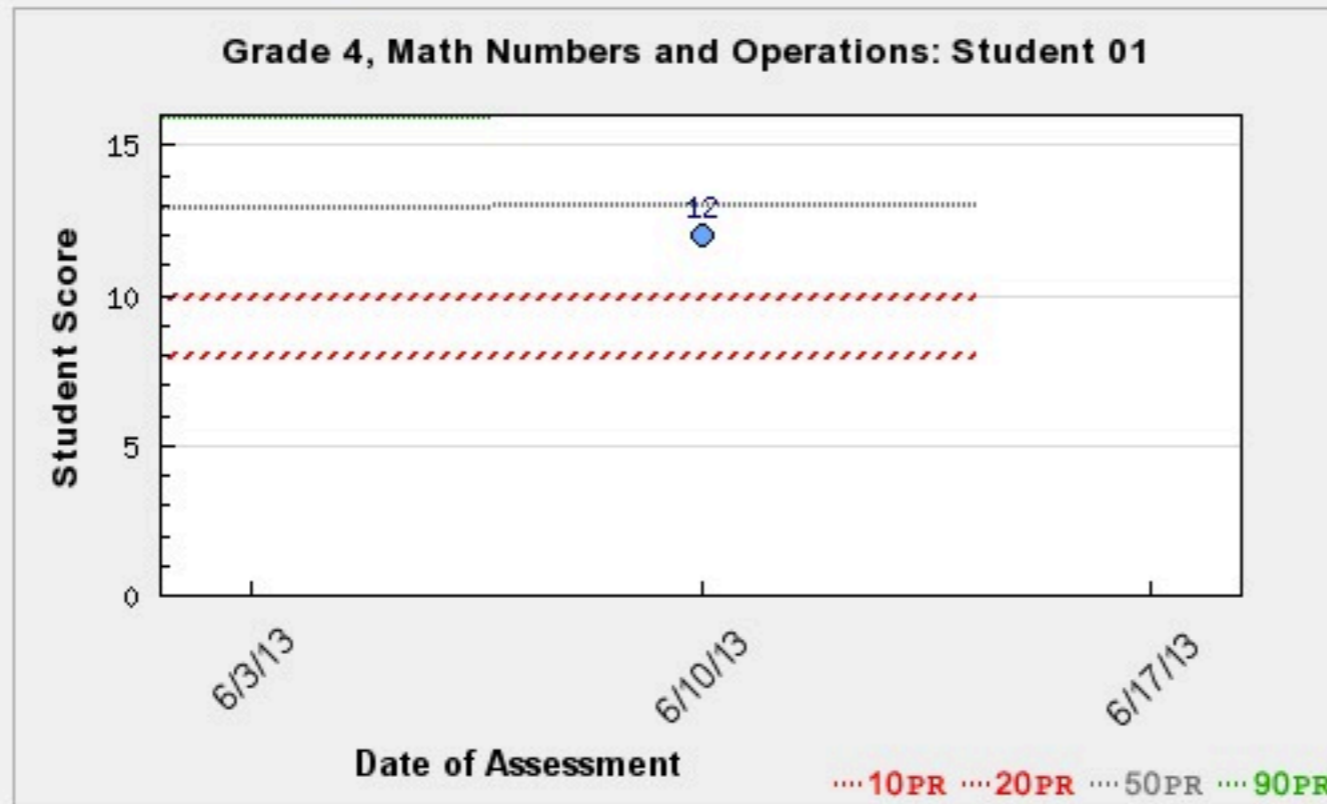
Percentile	Word Reading Fluency			Passage Reading Fluency			MC Reading Comprehension			Vocabulary		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	16	24	33	31	64	60	6	7	8	TBD	TBD	TBD
20 th	25	36	46	51	81	81	8	8	10	TBD	TBD	TBD
50 th	47	57	65	83	114	115	11	11	15	TBD	TBD	TBD
75 th	61	72	76	108	147	144	14	13	17	TBD	TBD	TBD
90 th	72	84	91	138	173	173	16	15	19	TBD	TBD	TBD



Using Data for Goals

MATH

Math Numbers and Operations



	CBM Name	Status	Submission	Score
1	Math Nums and Ops 4_1	Complete	View	12 / 16 (75%)

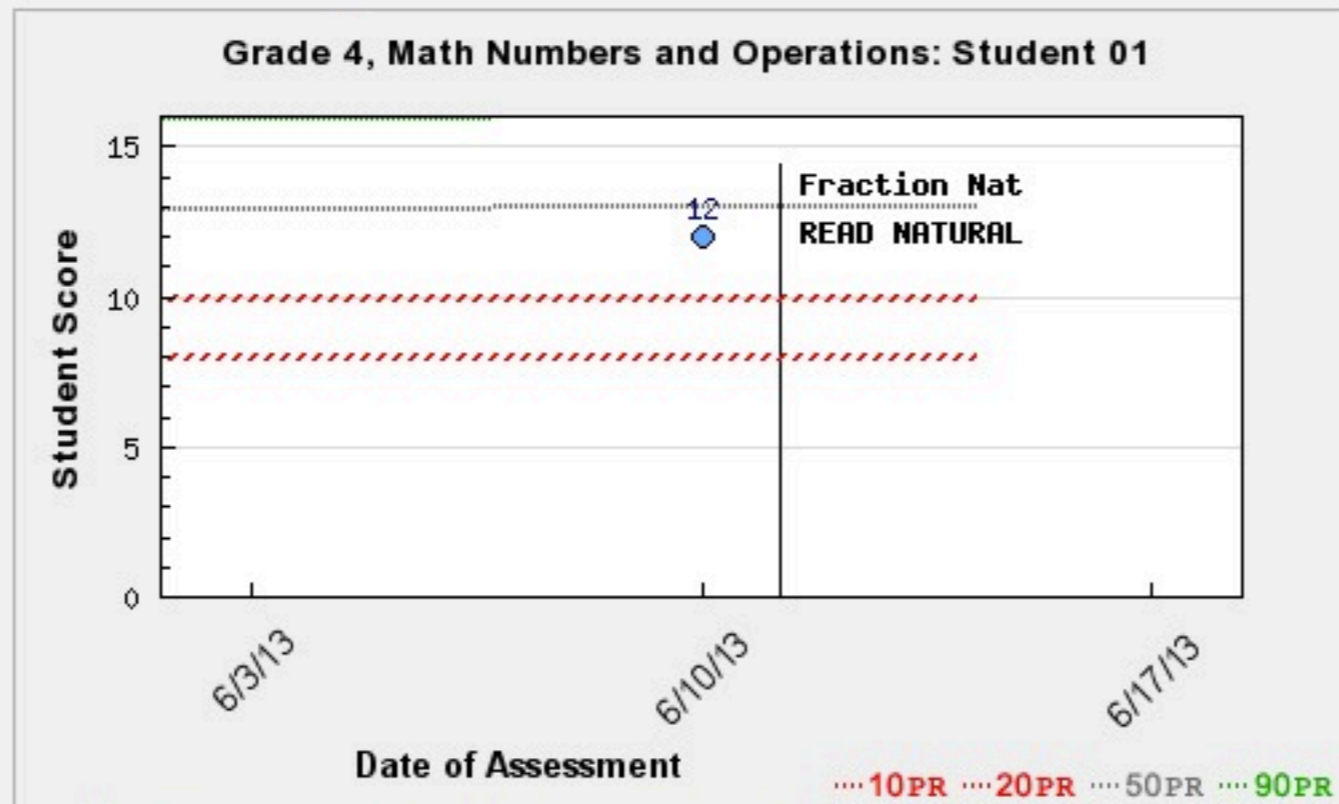
Data Analysis

MAth

Item	Type Description	Correct	Percentage
10	Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.	1 of 1	100%
9	Make change for amounts up to \$10.00.	1 of 1	100%
11	Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.	1 of 1	100%
13	Make change for amounts up to \$10.00.	1 of 1	100%
14	Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.	1 of 1	100%
1	Make change for amounts up to \$10.00.	1 of 1	100%
8	Make change for amounts up to \$10.00.	1 of 1	100%
3	Make change for amounts up to \$10.00.	1 of 1	100%
2	Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.	1 of 1	100%
7	Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.	1 of 1	100%
4	Extend the base-ten system of writing whole numbers by using decimals to represent numbers between 0 and 1, between 1 and 2, and so on.	1 of 1	100%
6	Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.	1 of 1	100%
16	Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.	0 of 1	0%
15	Identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving.	0 of 1	0%
12	Connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.	0 of 1	0%
5	Recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals.	0 of 1	0%

Intervention

Math Numbers and Operations



READ NATURAL : Comprehension is below expectation. Fluency will be worked on along with Comprehension 4 x week for 30 minutes a day. Small group 5 students using READ Naturally On-line program.

Fraction Nat : Fraction Nation will begin 4x week for 25 minutes a day and student will receive small group instruction (3-5 students) 3 times a week using concrete manipulatives and number lines to have teacher directed lessons on fraction and decimal equivalencies.

	CBM Name	Status	Submission	Score
1	Math Nums and Ops 4_1	Complete	View	12 / 16 (75%)

Math Goal



* SAMPLE MATH GOAL

2. By June 12, 2014, when given math number and operations problems representing the scope of 5th grade level for math computation, Sue will be able to correctly answer 14/16 correct problems in 2/3 trials as measured by curriculum-based assessment.

- a. By November 12, 2013, when given math number and operations problems representing the scope of 4th grade level for math computation, Sue will be able to answer 13/16 problems to include equivalent fractions and decimals, comparing and ordering decimals and estimating decimal or fractional amounts in problem-solving as measured by 2/3 trials on curriculum-based measurements.
- b. By March 12, 2014, when given math number and operations problems representing the scope of 5th grade level math computations, Sue will be able to correctly answer 12/ 16 computation problems as measured in 2/3 trials on curriculum-based measurements.

BASELINE DATA: Sue is able to answer math number and operations problems representing the scope of 4th grade level problems for math computation with 12/16 correct problems. Sue is able to consistently make change for amounts up to \$10.00, extend the base -ten system of writing whole numbers between 0-1 and 1-2, and recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals. Sue does not consistently identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving, nor connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.



Annual Goal

Math

Grade 5 Reading and Math Measures

Percentile	Passage Reading Fluency			MC Reading Comprehension			Vocabulary			Number and Operations			Geometry, Measurement, Algebra			Number, Operations and Algebra			Math Benchmark		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	91	101	114	9	11	10	TBD	TBD	TBD	7	8	9	9	9	10	6	8	9	22	24	27
20 th	111	118	135	12	14	13	TBD	TBD	TBD	9	9	11	10	11	12	8	10	11	25	27	31
50 th	145	153	169	15	17	16	TBD	TBD	TBD	11	12	14	12	13	14	11	13	15	31	35	39
75 th	172	181	194	17	19	17	TBD	TBD	TBD	13	14	16	14	15	16	13	15	16	35	39	43
90 th	200	209	215	18	20	18	TBD	TBD	TBD	14	16	16	15	16	16	15	16	16	39	42	44

- * By June 12, 2014, when given math number and operations problems representing the scope of 5th grade level for math computation, Sue will be able to correctly answer 14/16 correct problems in 2/3 trials as measured by curriculum-based assessment.

*

1st Objective Math

Grade 4 Reading and Math Measures

Percentile	Passage Reading Fluency			MC Reading Comprehension			Vocabulary			Number and Operations			Measurement			Number, Operations and Algebra			Math Benchmark		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	67	82	83	7	9	9	TBD	TBD	TBD	7	8	8	10	10	11	7	9	9	23	27	27
20 th	82	103	105	8	11	11	TBD	TBD	TBD	8	10	10	11	11	12	9	11	11	26	30	31
50 th	105	132	138	13	15	15	TBD	TBD	TBD	11	12	13	13	13	14	11	13	14	33	35	37
75 th	129	155	168	16	17	17	TBD	TBD	TBD	13	14	15	14	14	15	13	15	15	37	39	41
90 th	155	176	194	18	18	19	TBD	TBD	TBD	15	15	16	15	15	16	15	16	16	41	42	43

- * By November 12, 2013, when given math number and operations problems representing the scope of 4th grade level for math computation, Sue will be able to answer 13/16 problems to include equivalent fractions and decimals, comparing and ordering decimals and estimating decimal or fractional amounts in problem-solving as measured by 2/3 trials on curriculum-based measurements.

*

2nd Objective Math

Grade 5 Reading and Math Measures

Percentile	Passage Reading Fluency			MC Reading Comprehension			Vocabulary			Number and Operations			Geometry, Measurement, Algebra			Number, Operations and Algebra			Math Benchmark		
	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg	Fall	Wint	Sprg
10 th	91	101	114	9	11	10	TBD	TBD	TBD	7	8	9	9	9	10	6	8	9	22	24	27
20 th	111	118	135	12	14	13	TBD	TBD	TBD	9	9	11	10	11	12	8	10	11	25	27	31
50 th	145	153	169	15	17	16	TBD	TBD	TBD	11	12	14	12	13	14	11	13	15	31	35	39
75 th	172	181	194	17	19	17	TBD	TBD	TBD	13	14	16	14	15	16	13	15	16	35	39	43
90 th	200	209	215	18	20	18	TBD	TBD	TBD	14	16	16	15	16	16	15	16	16	39	42	44

- * By March 12, 2014, when given math number and operations problems representing the scope of 5th grade level math computations, Sue will be able to correctly answer 12/ 16 computation problems as measured in 2/3 trials on curriculum-based measurements.

*

THE IRIS CENTER

To Learn even more about how to use Curriculum Based Measurement Progress-Monitoring to predict a trend line in any goal area, refer to the IRIS Center online, free modules designed by Special Educators using Scientifically validated and evidence-based instructional strategies.

<http://iris.peabody.vanderbilt.edu/>



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