



*easyCBM*

**Assessment, Screening and  
Progress Monitoring Made Easy!**

Oklahoma Reading Sufficiency  
Grades K-3

# Progress made easy for Reading

- Curriculum-Based Measurement
- Universal Screening/Benchmarking
- Progress Monitoring
- Grades K-3
- Reading and *Mathematics*

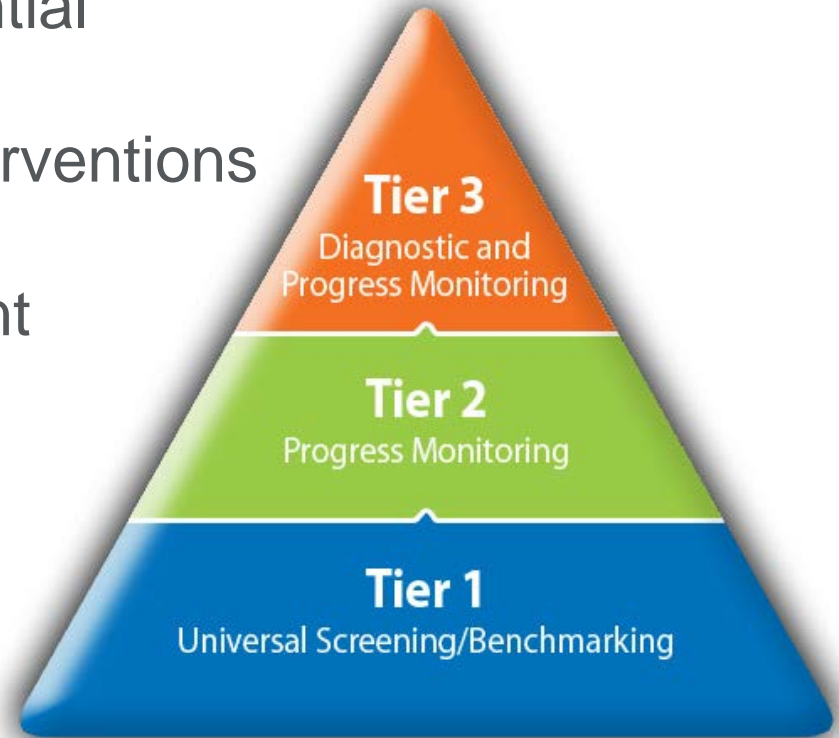


# Basic Tenets of CBM

- Designed to provide information regarding students' response to intervention.
- Answers the question 'is learning happening within the intervention?'
- Provides diagnostic and benchmark assessments for reading and *mathematics*
- Validated to represent critical growth indicators of student achievement.

# Response to Intervention

- Progress monitoring essential
- Evaluate the impact of interventions
- Enhance the rate of student learning



# History

- University of Oregon, College of Education
- Behavioral Research & Teaching (BRT)
- Development started in January 2006, with a federal grant for a Model Demonstration Project on Progress Monitoring in Early Literacy in a Response to Intervention Framework

# easyCBM Development

## Guiding Principles



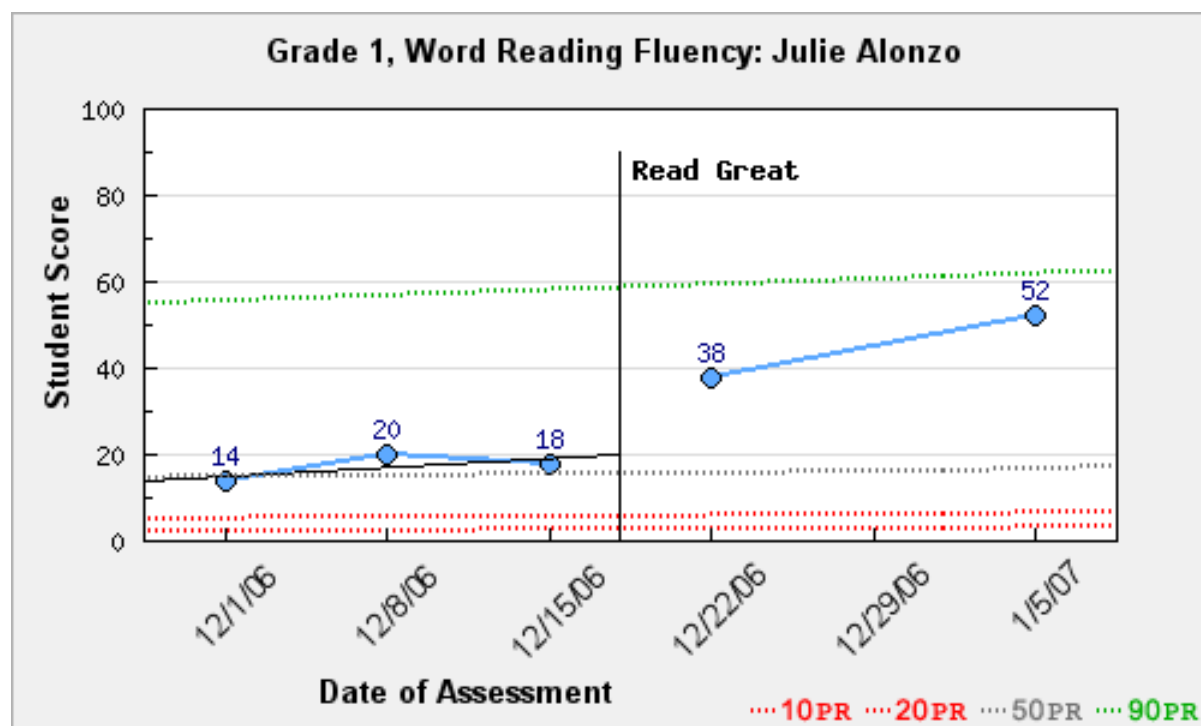
- ▶ Universal design – access for as many students as possible
  - ▶ - measures are reliable, with evidence to support the decisions they facilitate
  - ▶ - audio for math
  - ▶ - limited language requirements for math

Built to motivate students through the assessments

Measures progress for the FULL year!

- Alternate forms **MUST** be comparable!

If not directly comparable, there is no meaningful interpretation available.



- Reading & Math : Grades K-8
- Computer Administration

- 
- Benchmark assessments
  - Progress monitoring measures- all availability
  - System-level use
  - Team access
  - Multi Level Reporting
  - Student/Group/Class/Building/District performance



# Content

- Reading – K-3
  - Spanish – K-2
- Math – K-3
- Common Core State Standards
  - Reading 3



## MATHEMATICS

- K-8: based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards
- 6-8: report out to Common Core Standards

## READING

- K-8: based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report
- 3-8: report out to a main reading skill and reflect changes brought by Common Core Standards

- **READING:**
  - Early Literacy: Phoneme Segmenting, Letter Names, Letter Sounds
  - Fluency: Word Reading Fluency, Passage Reading Fluency
  - Spanish Literacy Measures: grades K-2
  - Vocabulary
  - Comprehension
  - Common Core Reading: grades 3-8
- **MATH:**
  - Numbers and Operations, Geometry, Measurement, Algebra, Ratios, Data Analysis
  - Common Core Math: grades 6-8

# Reading Scope & Sequence



## READING CURRICULUM BASED MEASURES

These reading areas are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report.								These reading areas are based on Common Core State Standards (CCSS).
READING								READING
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Reading Comprehension	Common Core (Read to Perform a Task, Informational Text, Short Literacy Text)
K	√	√	√	√				
1	√	√	√	√	√			
2				√	√	√	√	
3				√	√	√	√	√
4					√	√	√	√
5					√	√	√	√
6					√	√	√	√
7					√	√	√	√
8					√	√	√	√

# Spanish Measures for K-2

## SPANISH CURRICULUM BASED MEASURES

SPANISH				
Grade	Syllable Segmenting	Syllable Sounds	Word Reading Fluency	Sentence Reading Fluency
<b>K</b>	√	√		
<b>1</b>	√	√	√	√
<b>2</b>			√	√

# Math Scope & Sequence

## MATH CURRICULUM BASED MEASURES

These mathematics areas are currently based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics.

These mathematics areas are based on CCSS.

### MATHEMATICS

### MATHEMATICS

### Common Core

Grade	Numbers and Operations	Geometry	Measurement	Algebra	Data Analysis	Ratios	
<b>K</b>	√	√	√	*	*		
<b>1</b>	√	√	*	√	*		
<b>2</b>	√	*	√	√	*		
<b>3</b>	√	√	*	√	*		
<b>4</b>	√	*	√	√	*		
<b>5</b>	√	√	√	√	*		
<b>6</b>	√	*	*	√	*	√	√
<b>7</b>	√	√	√	√	*	*	√
<b>8</b>	√	√	√	√	√	*	√

\* 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 of mathematics and/or topic. For example, as a kindergarten student identifies, duplicates, and extends simple number patterns and sequential and growing patterns, they are receiving foundational preparation for creating rules that describe relationships in algebra (adapted from NCTM Focal Points).

# Administration Time

Test Name	Administration Time	Grade									
		K	1	2	3	4	5	6	7	8	
Letter Names (B & PM)	1 minute	X	X								
Letter Sounds (B & PM)	1 minute	X	X								
Phoneme Segmenting (B & PM)	1 minute	X	X								
Word Reading Fluency (B & PM)	1 minute	X	X	X	X						
Passage Reading Fluency (B & PM)	1 minute		X	X	X	X	X	X	X	X	
Multiple Choice Reading Comprehension (B & PM)	20-40 minutes			X	X	X	X	X	X	X	
Vocabulary (B)	10-15 minutes				X	X	X	X	X	X	
Math (B)	15-30 minutes	X	X	X	X	X	X	X	X	X	
Math Numbers and Operations (PM)	8-15 minutes	X	X	X	X	X	X	X			
Math Geometry (PM)	8-15 minutes	X	X		X						
Math Measurement (PM)	8-15 minutes	X		X		X					
Math Numbers, Operations, and Algebra (PM)	8-15 minutes		X	X	X	X			X		
Math Geometry, Measurement, and Algebra (PM)	8-15 minutes										
Math Algebra (PM)	8-15 minutes							X		X	
Math Numbers, Operations, and Ratios	8-15 minutes							X			
Math Numbers, Operations, Algebra and Geometry (PM)	8-15 minutes								X		
Math Geometry and Measurement (PM)	8-15 minutes									X	
Math Data Analysis, Numbers, Operations, and Algebra (PM)	8-15 minutes									X	

B - Benchmarks

PM - Progress Monitoring

# Computer Administered

- Item-level data
- Minimal data entry
- Minimize human error
- Real-time access
- Instant feedback for students



# Online Data Entry and Scoring of PRF Measures

Student	Data Entry	Save
<p>1. Chip Chasworthy</p>	<p> <b>Passage Text</b> <a href="#">Total Words</a> <span style="float: right;">PRF 3_1</span>            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 School. Susan told her that she was starting school there that day. Karen and Susan talked while they waited for the bus. Susan soon found out that they were the same age and would be in the same class at school. On the bus, Karen introduced Susan to a few of her friends. They talked about what they both liked to do. Susan was happy to hear that Karen also liked to read. She was excited to find out that Karen had a puppy, just like Susan did. The two decided they should meet after school so their puppies could play together. When they got to school, Karen gave Susan a tour. She made sure to show Susan where the bathrooms were. Even before the first school bell rang, Susan was starting to feel like she belonged. She was so glad she had met Karen. She had a friend!            Total Words Read: 117 # of Errors: 3 CWPM: 114         </p>	<div data-bbox="1412 354 1663 532"> <p><b>Mark</b></p> <p><input type="radio"/> <input checked="" type="checkbox"/> Incorrect</p> <p><input checked="" type="radio"/> <input type="checkbox"/> Last Word</p> </div> <div data-bbox="1431 582 1634 825"> </div> <div data-bbox="1493 868 1570 903"> <p>Save</p> </div>
<p>2. Billy Horton</p>	<p> <b>Passage Text</b> <a href="#">Total Words</a> <span style="float: right;">PRF 3_1</span>            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         </p>	<div data-bbox="1412 1246 1663 1396"> <p><b>Mark</b></p> <p><input checked="" type="radio"/> <input checked="" type="checkbox"/> Incorrect</p> <p><input type="radio"/> <input checked="" type="checkbox"/> Last Word</p> </div>

## Multiple Levels of Access:

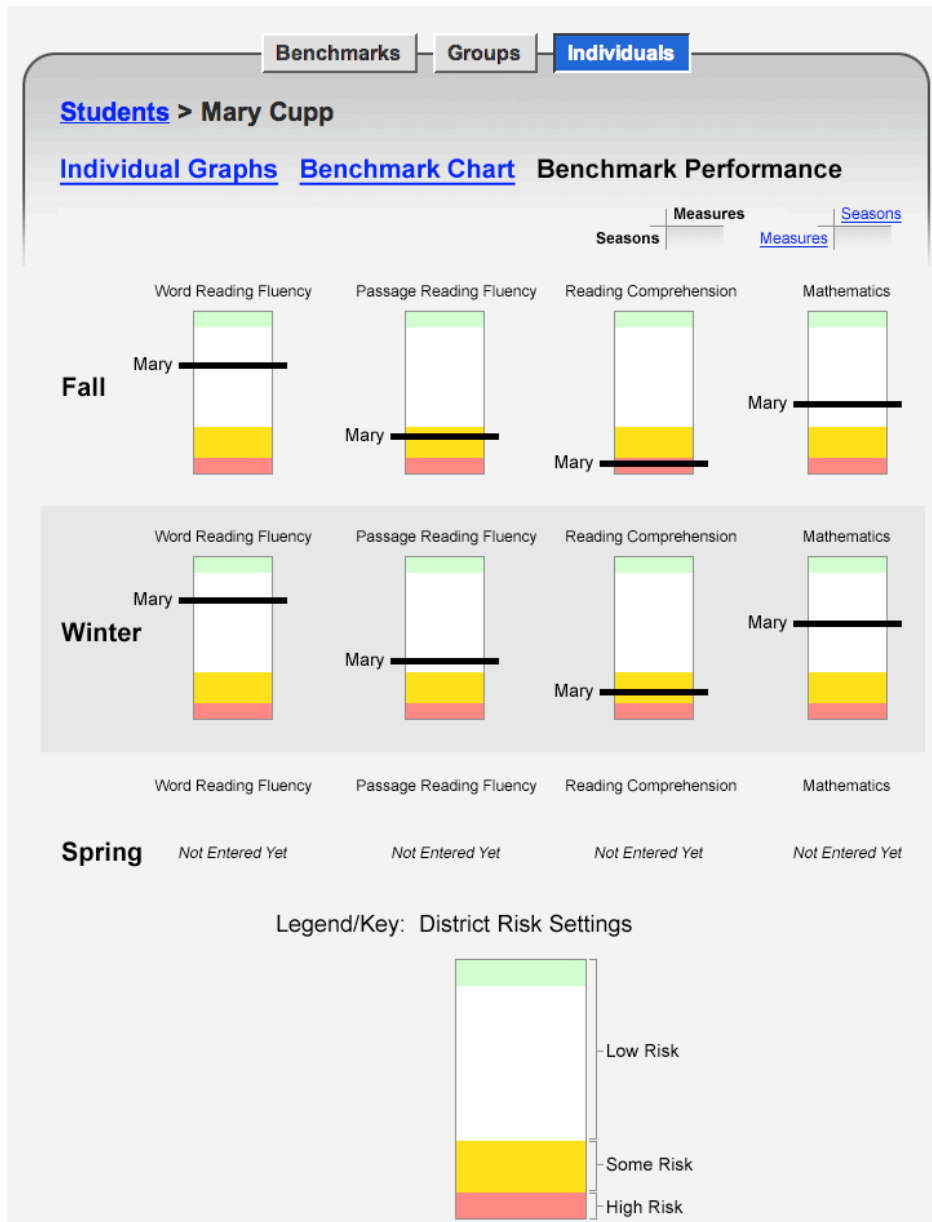
- Administrator
- District
- Building
- Teacher

### Reports:

- district
- building
- classroom
- group
- student

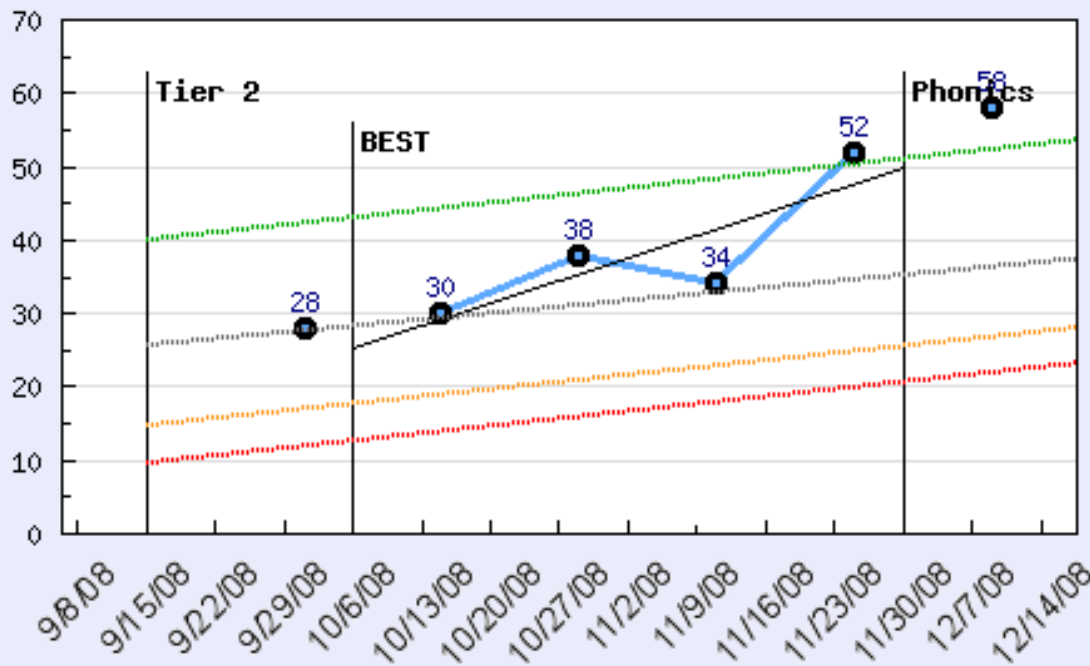
# Reports

# Benchmark Performance Report for Individual Students



# Individual Report

Grade 1, Letter Sounds: Son Neubert



- Tier 2 : 30 minutes of HM differentiated materials in a small group.
- BEST : 60 minutes 2 times a week of small group reading instruction using Soar to Success. Also 60 minutes of small group math instruction using Math Navigator. CHANGE TO 4 DAYS READING, NO MATH 2/9/09.
- Phonics : 15 minutes a day of phonics instruction in a small group of 5 kids using Phonics for Readers.

...10PR ...20PR ...50PR ...90PR

## Individual Reports

Optimize resources by continuing with proven interventions.

# Interventions

Building Name:

Teacher Name:

Benchmarks

Groups

**Individuals**

## [Students](#) > Interventions for Kary Coolbaugh

Date	Subject	Label	Description	
9/15/2008	Reading	ERI	ERI program in a small group for 15 min. 2-3 times per week.	<a href="#">Edit</a>   <a href="#">Delete</a>
1/6/2009	Reading	Double Dose	80 minutes of Soar to Success and Phonemic Awareness Activities in a group of 4. EXITED 2/9/08	<a href="#">Edit</a>   <a href="#">Delete</a>

[New Intervention](#)

# Create Groups from Class Report based on Risk Ratings

Benchmarks
Groups
Individuals

**Benchmark Scores**   [Risk Analysis](#)

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

Reading | [Math](#)

Grade 2

**Students**   [Create Student Groups](#)   [Export CSV](#)

X

[Cancel](#)   Create Group  
 [All](#)   [None](#)  
 WRF   PRF   MCRC   Risk

	Student Name	In Group	WRF	PRF	MCRC	Risk
1	Ball, Adalberto	<input type="checkbox"/>	36	65	5	Low
2	Bernier, Alaina	<input checked="" type="checkbox"/>	20	30	2	Some
3	Bohman, Janett	<input checked="" type="checkbox"/>	8	17	5	High
4	Cupp, Mary	<input checked="" type="checkbox"/>	6	10	0	High
5	Dimauro, Bobbie	<input type="checkbox"/>	72	132	4	Low
6	Engstrom, Darline	<input type="checkbox"/>	44	64	11	Low
7	Fairfax, Marcene	<input checked="" type="checkbox"/>	22	29	4	Some
8	Leiser, Perry	<input type="checkbox"/>	60	76	11	Low
9	Macy, Rusty	<input type="checkbox"/>	44	52	5	Low
10	Nelson, Reatha	<input type="checkbox"/>	54	86	6	Low
11	Pitcher, Ross	<input type="checkbox"/>	72	102	9	Low
12	Poore, Christopher	<input type="checkbox"/>	54	92	11	Low
13	Stice, Franklyn	<input type="checkbox"/>	38	51	4	Low
14	Walters, Matthew	<input type="checkbox"/>	33	53	5	Low

# Benchmark Report for Classes

## Building Reports

### Benchmark Scores [Risk Analysis](#)

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

[Reading](#) | [Math](#) | [Spanish](#)

[Grade K](#) | [Grade 1](#) | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | [Grade 5](#)

Show Percentiles

### Students

[Compare PRF](#)

[Compare VOCAB](#)

[Compare MCRC](#)

 [Export CSV](#)

	Student Name	Fall	Winter	Spring	Growth ▼
1	Mccrae, Lizzie	22	77		+55
2	Kraft, Roxanna	96	146		+50
3	Butts, Lani	117	166		+49
4	Quach, Tom	81	129		+48
5	Nelsen, Chan	57	102		+45
6	Jaycox, Dusty	105	147		+42
7	Watt, Ismael	60	101		+41



# Building Level

- Benchmark Reports
  - By Grade
  - By Teacher

- Risk Analysis
  - By Grade or Teacher
  - Numbers or Percentage

Building Reports

**Benchmark Scores** [Risk Analysis](#)

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

Reading | [Math](#)

Grade K | [Grade 1](#) | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | [Grade 5](#)

**Students** [Export CSV](#)

	Student Name	LS	PS	WRF	Risk
1	Hulings, Lilliam	4	9	0	5
2	Rayner, Genevive	2	10	2	3
3	Hinojos, Shela	4	10	2	3
4	Rusin, Jesse	6	12	2	2
5	Mcneil, Eneida	6	10	4	2
6	Janney, Sanda	12	0	2	2
7	Gorrell, Clora	8	37	0	2
8	Gerling, Zachery	8	2	2	2
9	Vangilder, Noble	8	12	4	1
10	Scurry, Del	6	14	2	1
11	Morriss, Donald	22	13	14	1
12	Kent, Tracy	6	38	2	1
13	Giuliano, Reggie	36	13	8	1
14	Frase, Laree	6	17	2	1
15	Bouldin, Alfredo	6	38	6	1
16	Worthington, Betsey	22	27	12	0
17	Voigt, Darleen	36	44	14	0
18	Vanleer, Leigh	34	47	22	0

Home | Students | Measures | **Reports**
Admin | Account

**Reports and Analysis** [Progress Monitoring Scoring Guidelines](#)

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.

Building Name:  Teacher Name:

Building Reports

**Benchmark Scores** [Risk Analysis](#) [Grade Comparison](#)

Reading | [Math](#) | [Spanish](#)

Grade K | [Grade 1](#) | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | [Grade 5](#) | [Grade 6](#) | [Grade 7](#) | [Grade 8](#)

**Grade K Reading Risk Analysis**

Risk Level	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Low	61%	60%	7%↑	60%	-	-	61%	-	-
Some	26%	23%	3%↓	23%	-	-	26%	-	-
High	13%	0%	4%↓	0%	-	-	13%	-	-
Totals	100%	100%	-	100%	-	-	100%	-	-

Options: [Total](#) | [Percentage](#) | [Intact](#) | [Cohort](#)

# Group Report

## Item Analysis

Easiest to Hardest Items				
Item	Type	Students Correct	Percentage	Student Names, Incorrect
1	Literal	11 of 11	100%	
4	Literal	11 of 11	100%	
3	Literal	11 of 11	100%	
2	Literal	10 of 11	91%	Rusty M
11	Literal	9 of 11	82%	Rusty M, Margurite W
10	Inferential	9 of 11	82%	Rusty M, Margurite W
6	Inferential	9 of 11	82%	Rusty M, Franklyn S
5	Inferential	9 of 11	82%	Franklyn S, Margurite W
7	Literal	9 of 11	82%	Franklyn S, Margurite W
8	Literal	8 of 11	73%	Rusty M, Reatha N, Franklyn S
9	Inferential	8 of 11	73%	Rusty M, Franklyn S, Margurite W
12	Inferential	6 of 11	55%	Bobbie D, Rusty M, Franklyn S, Marvis W, Margurite W

## Item Analysis

It informs teachers of the specific assessment objective for each item on the test and lists the items students found easiest to those students found most challenging.

*\* Teachers can use this information to help guide their decision-making in terms of what areas to focus on instructionally.*

# Reports

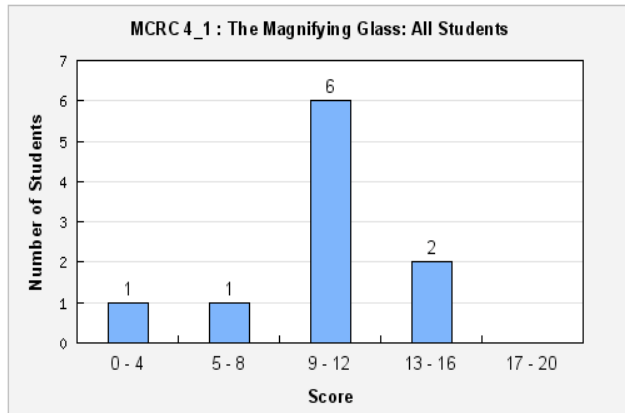
## Grade K Risk Analysis

Risk Level ▲	Fall	Winter	Change	Winter	Spring	Change	Fall	Spring	Change
Risk 0	49%	47%	2%↓	47%	97%	50%↑	49%	97%	48%↑
Risk 1	6%	29%	23%↑	29%	3%	26%↓	6%	3%	3%↓
Risk 2	18%	9%	9%↓	9%	0%	9%↓	18%	0%	18%↓
Risk 3	6%	9%	3%↑	9%	0%	9%↓	6%	0%	6%↓
Risk 4	12%	3%	9%↓	3%	0%	3%↓	12%	0%	12%↓
Risk 5	3%	1%	2%↓	1%	0%	1%↓	3%	0%	3%↓
Risk 6	7%	1%	6%↓	1%	0%	1%↓	7%	0%	7%↓
<b>Totals</b>	100%	100%	-	100%	100%	-	100%	100%	-

Options: [Total](#) | [Percentage](#) | [Intact](#) | [Cohort](#)



## Summary



Students Completed: 9      Min Score: 0.0      Avg Score: 9.9  
 Students in Group: 70      Max Score: 15.0      Std Deviation: 4.4

## Item Analysis

Top Easiest			
Item	Type	Students Correct	Percentage
6	Inferential	8 of 9	89%
8	Literal	7 of 9	78%
10	Evaluative	7 of 9	78%
13	Evaluative	6 of 9	67%
1	Literal	6 of 9	67%
11	Literal	6 of 9	67%
17	Literal	6 of 9	67%
7	Evaluative	6 of 9	67%
4	Inferential	6 of 9	67%
5	Literal	6 of 9	67%

Top Hardest			
Item	Type	Students Correct	Percentage
14	Literal	2 of 9	22%
16	Evaluative	2 of 9	22%
9	Inferential	3 of 9	33%
19	Inferential	3 of 9	33%
15	Inferential	3 of 9	33%
2	Literal	4 of 9	44%
20	Evaluative	4 of 9	44%
3	Inferential	4 of 9	44%
12	Inferential	5 of 9	56%
18	Evaluative	5 of 9	56%

## Group Reports

Provide information helpful for grouping students and **insight into the item types** on which they need more work

# Group Report

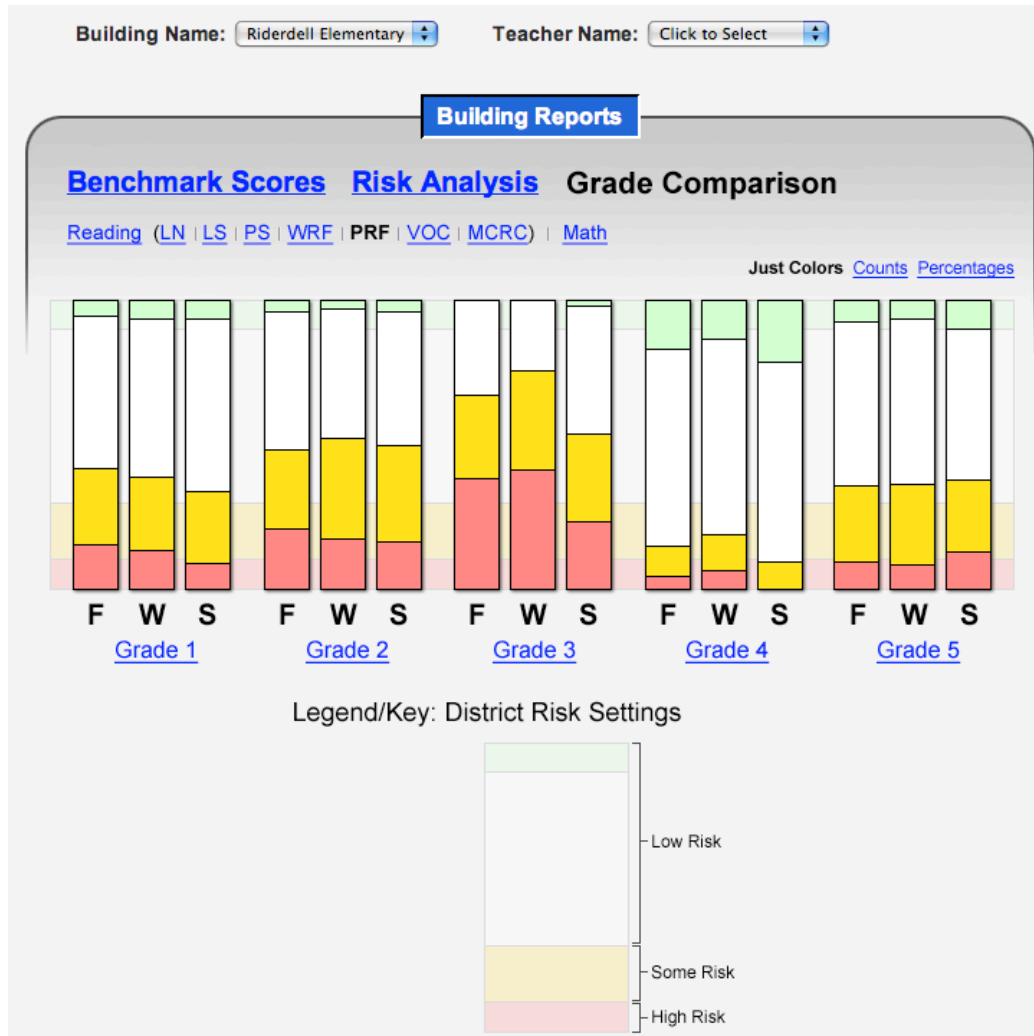
## Students

	Student Name	View Test	Score
1	Alaina Bernier <a href="#">Show Graph</a>		
2	Janett Bohman <a href="#">Show Graph</a>		
3	Mary Cupp <a href="#">Show Graph</a>		
4	Bobbie Dimauro <a href="#">Show Graph</a>	<a href="#">View</a>	11 / 12 (92%)
5	Darline Engstrom <a href="#">Show Graph</a>	<a href="#">View</a>	12 / 12 (100%)
6	Marcene Fairfax <a href="#">Show Graph</a>		
7	Perry Leiser <a href="#">Show Graph</a>	<a href="#">View</a>	12 / 12 (100%)
8	Rusty Macy <a href="#">Show Graph</a>	<a href="#">View</a>	5 / 12 (42%)
9	Reatha Nelson <a href="#">Show Graph</a>	<a href="#">View</a>	11 / 12 (92%)
10	Ross Pitcher <a href="#">Show Graph</a>	<a href="#">View</a>	12 / 12 (100%)
11	Christopher Poore <a href="#">Show Graph</a>	<a href="#">View</a>	12 / 12 (100%)
12	Franklyn Stice <a href="#">Show Graph</a>	<a href="#">View</a>	6 / 12 (50%)
13	Margurite Wake <a href="#">Show Graph</a>	<a href="#">View</a>	6 / 12 (50%)
14	Marvis Wiebe <a href="#">Show Graph</a>	<a href="#">View</a>	11 / 12 (92%)
15	Chi Wilde <a href="#">Show Graph</a>	<a href="#">View</a>	12 / 12 (100%)
	<a href="#">Show All Graphs</a>		

## Student List

At bottom of group report allows teacher to see individual student graph or the actual student assessment.

# Grade Comparison Report for Buildings



# Ability to Access Previous Years Data

**Benchmarks**

Groups

Individuals

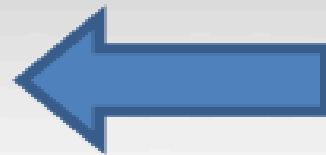
## Benchmark Scores [Risk Analysis](#)

2011-2012 | [2010-2011](#) | [2009-2010](#)

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

[Reading](#) | [Math](#)

Grade 2



## Students

 [Export CSV](#)

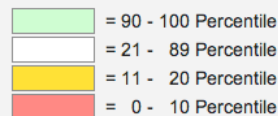
	Student Name	WRF	PRF	MCRC	Risk
1	Ball, Adalberto	40	57	4	Some
2	Bernier, Alaina	16	29	4	Some
3	Bohman, Janett	16	16	2	High
4	Cupp, Mary	18	11	1	High
5	Dimauro, Bobbie	84	129	10	Low
6	Engstrom, Darline	54	67	12	Low

# Set District Parameters



Customize your “Risk Rating”  
based upon student  
population and available  
resources

### Individual Measures

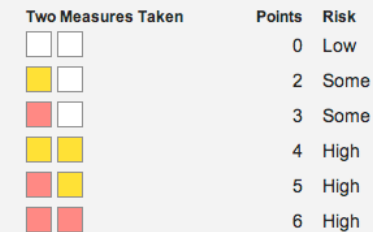
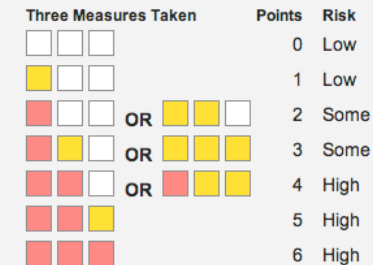


### Students

[Export CSV](#)

	Student Name	LS	PS	WRF	Risk
1	Alam, Lorraine	6	12	2	2
2	Ansley, Adolfo	12	31	6	0
3	Belden, Ariana	18	45	16	0
4	Boltz, Collin	4	7	2	4
5	Covert, Reynaldo	18	40	2	1
6	Follis, Isaias	10	32	6	0
7	Frazeo, Darwin	6	23	2	2
8	Greenidge, Rogelio	12	37	2	1
9	Hardwick, Jarrett	8	5	2	2
10	Hopkin, Lonnie	4	0	0	6
11	Krouse, Myrtle	2	17	2	3
12	Levay, Roland				
13	Louder, Mae	10	11	2	1
14	Michelson, Glendora	10	33	4	0
15	Northrup, Wesley	28	56	18	0
16	Novy, Hortensia	4	0	2	5
17	Oviatt, Louie	10	29	2	1
18	Perrotta, Jodee	4	23	2	3
19	Postell, Ulysses	30	38	48	0
20	Sirianni, Mickey	6	39	8	1
21	Staten, Arlen	16	36	10	0
22	Toledo, Ernie	14	18	2	1
23	Verrett, Kip	14	5	2	2
	<b>Averages</b>	<b>11</b>	<b>24</b>	<b>6</b>	<b>2</b>

### Risk Rating



Note:  =  for risk calculations.

\* Indicates insufficient measurement for determining risk and therefore may be at risk.



# District-wide Grade and Measure Comparison Report

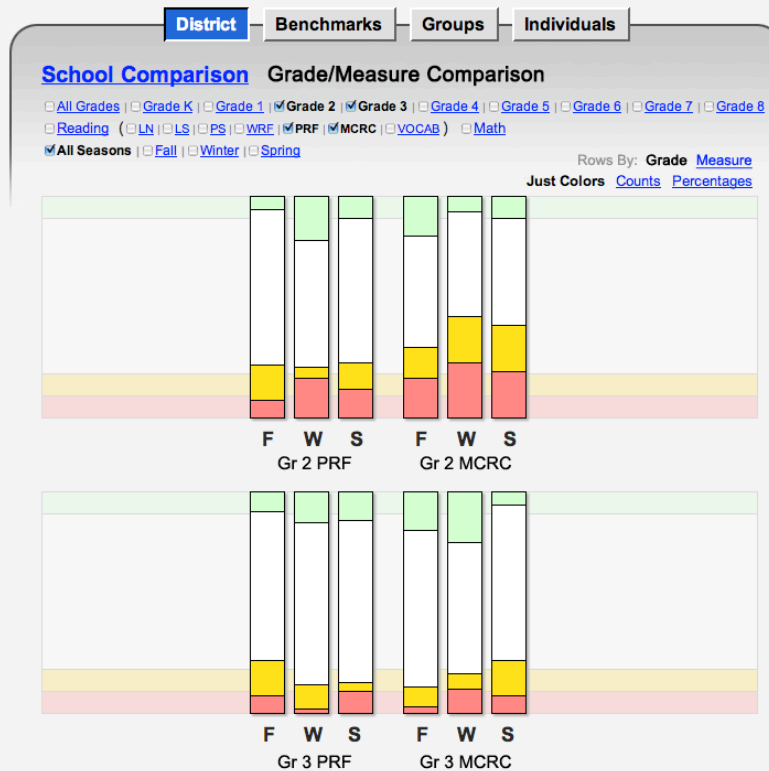


- District
- Benchmarks
- Groups
- Individuals

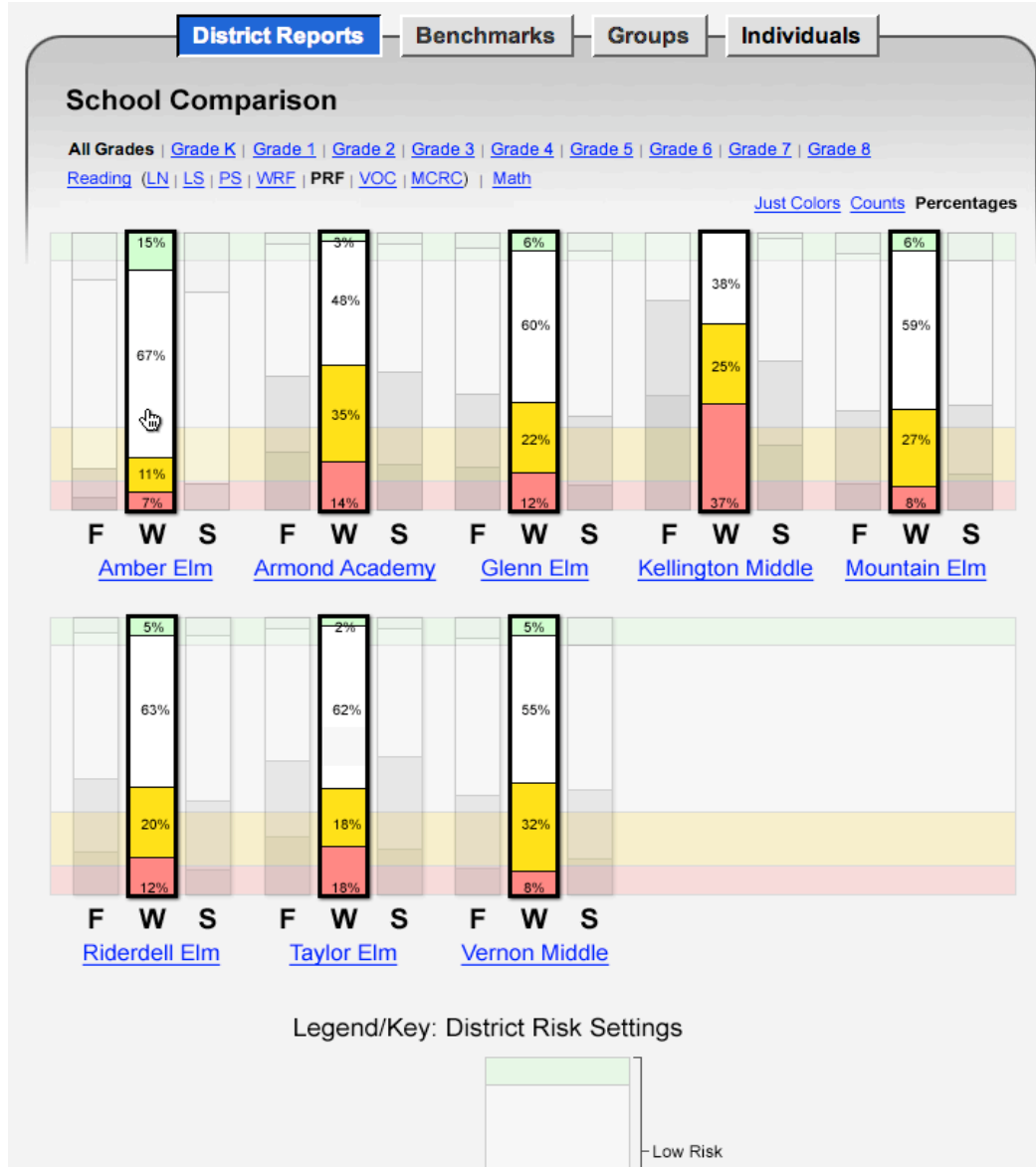
## School Comparison Grade/Measure Comparison

- All Grades |  Grade K |  Grade 1 |  Grade 2 |  Grade 3 |  Grade 4 |  Grade 5 |  Grade 6 |  Grade 7 |  Grade 8
- Reading (  LN |  LS |  PS |  WRF |  PRF |  MCRC |  VOCAB ) |  Math
- All Seasons |  Fall |  Winter |  Spring

Rows By: Grade Measure  
Just Colors Counts Percentages



# School Comparison Report for the District



# PROCESS

- District
  - determine system settings
  - implement universal screening
  - run benchmark and risk analysis reports
- Teacher
  - create groupings
  - document and provide interventions
  - assign measures
  - progress monitor
  - analyze results
  - adjust instruction and intervention accordingly

# Benefits

- Multi-level Reporting
  - Individual and Group
  - Intervention Planning
  - Risk Analysis
- Simple and Flexible Administration
- Computerized Scoring and Tracking
- Cost Effective
- Research-Based and Kid Centered

## To Recap:

- *easyCBM* is a valuable assessment tool for:
  - Benchmarking (universal assessment)
  - Progress Monitoring (intervention effectiveness)
- *easyCBM* provides documentation of ongoing intervention plans, goals, and student response to intervention.
- Information derived from *easyCBM* assessments can inform instructional decision-making at all levels: district, school, classroom, and student.

## K-3 Formative Reading Assessment Rubric



Oklahoma State Department of Education  
2500 N Lincoln Blvd.  
Oklahoma City, OK 73105

**Formative Assessments** are repeated measurement of academic performance to inform instruction of all students in grades K-3. It is conducted at least three times a year to (a) provide rates of improvement based on data, (b) identify students who are not demonstrating adequate progress and/or (c) analyze different forms of instruction to design more effective, individualized lessons.

**Progress Monitoring** is used to assess on-going students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class on an on-going basis.

**ASSESSMENT TOOL**


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 Name of K-3 Formative Assessment: easyCBM™

 Publisher: The Riverside Publishing Company is the exclusive distributor of the district version of this product, which is produced by the University of Oregon's College of Education Behavioral Research and Testing (BRT) group.

 Copyright Date: 2006

 This review is intended for use in grade: K-3

 Is this a grade level assessment used to identify where students' skill levels are in comparison to grade level expectations?  yes  no

The tool assesses one or more of the following dimensions (Check all that apply):

- Listening Comprehension
- Vocabulary
- Phonemic Awareness
- Decoding (Phonics)
- Word Identification
- Passage Reading (Fluency)
- Comprehension
- Spelling
- Other (List specific skills or subtests) Mathematics

**TIME, ADMINISTRATION, AND FREQUENCY**


---

 Assessment format (Check all that apply):
 

- individual
- group
- computer-administered

 # of forms per grade: 17-20

 When are Formative Assessments administered? Administration can align with the State's timeline.

 Administration time of Formative Assessment: 1-30 minutes per assessment  
 Additional scoring time: N/A minutes

 Discontinue Rules:
 

- yes
- no

 Administration time of Progress Monitoring: 1-30 minutes per assessment  
 Additional scoring time: N/A minutes

 How often are Progress Monitoring assessments administered? Administration can align with the State's timeline.
**Scoring**


---

 Does the assessment provide scores on level performance?  yes  no

If yes, please check all that apply.

- raw score
- standard score
- percentile score
- grade equivalents

- normal curve equivalents
- stanines
- developmental benchmarks
- subscale/subtest scores
- composite scores
- error analysis
- Other (specify):

Are benchmarks provided indicating adequate performance for each assessment administered?

- yes  no

What is the basis for specifying minimum acceptable end-of-year performance?

- Norm-referenced  Criterion-referenced

Specify the number of benchmarks here 3

What is the basis for specifying these benchmarks?

- Norm-referenced  Criterion-referenced  Other

### Professional Development

---

Time required for training of the assessment:

- less than 1 hour of training
- 1-4 hours of training
- 4-8 hours of training
- information not available

Is training on-going throughout the school year?

- yes
- no\*

Training included in cost of the assessment:

- yes
- no\*\*

\* The system includes embedded training videos that are available on demand as well as recorded webinars.

\*\* easyCBM Basic and IT training are delivered via live webinar. The cost for both webinars, which assumes up to 50 participants in the Basic training and 5 participants in the IT training, is \$200.00. Additional onsite Professional Development is \$2,750.00 a day.



**2013 easyCBM™ Oklahoma Reading Sufficiency Order Form** (Orders cannot be processed without completing this form)

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

New Customer     Renewal

**Payment Information**

Please enclose a check, money order, or valid purchase order with all orders.

- Purchase Order enclosed. Number \_\_\_\_\_
- Check enclosed. Number \_\_\_\_\_
- Money Order enclosed.

**IMPORTANT NOTE FOR CREDIT CARD USERS:**  
For your security, we can only accept credit card orders by phone at 800.323.9540.

**Charge to: (See note above)**

**Ship to: (if different from billing address)**

Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Billing Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_  
 Email \_\_\_\_\_

Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Shipping Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_  
 Email \_\_\_\_\_

**\*REQUIRED INFORMATION: (\*YOUR ORDER WILL NOT BE PROCESSED WITHOUT THIS INFORMATION.)**

**Test Administrator:** (Please list the contact who will be the easyCBM Account Holder.) *Note: This person is the primary test and IT contact, assigns roles, and gives permissions.*

Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone: (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_  
 Email address\* \_\_\_\_\_  
 (\*REQUIRED)

**Data Administrator:** (if different from Test Administrator) *Note: This person will be responsible for school system restoring files*

Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone: (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_  
 Email address\* \_\_\_\_\_  
 (\*REQUIRED)

Requested District Abbreviation for easyCBM Web Address:  
 (i.e., Smithfield School District = Smithfield.ga.easycbm.com)

Continued, next page  
 Prices are valid until December 31, 2013 and are subject to change without notice.

hnhco.com • 800.323.9540



Riverside

2013 easyCBM Oklahoma Reading Sufficiency Order Form, Continued

## Per Student License – Unlimited Use

Item	Code Number	Price Per Student	Number of Students**	Total Price
easyCBM: Initial	Y21-1493821	\$3.00	_____ x \$3.00 =	_____
easyCBM: Renewal	Y21-1493822	\$3.00	_____ x \$3.00 =	_____

\*\*Minimum purchase of 100 licenses.

Training and Professional Development	Code Number	Quantity	Price	Total Price
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REQUIRED* New Customer easyCBM Training	Y21-1496890	_____	\$200.00	_____
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Training is a required component of purchasing easyCBM. Training covers data integration and basic functionality of the system. Both trainings are included in the cost. Additional easyCBM Basic Trainings can be purchased separately.

\*Required for new customers only.

## easyCBM IT Training - Web Session (REQUIRED)

This required training is for IT staff that will be responsible for data integration and initial set up of easyCBM system. This one-hour session is limited to 5 participants and mandatory for new customers.

## easyCBM Basic Training (REQUIRED)

This required easyCBM session covers the basic functionality of the system. This web training is designed for educators who will use easyCBM at any level and is limited to 50 participants. Multiple sessions may be purchased for a greater number of educators.

easyCBM Professional Development (OPTIONAL)	Y21-1493820	_____	\$2,750.00	_____
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New easyCBM users can purchase sessions of customized professional development which can address a variety of advanced topics covering aspects of RTI, CBM, and/or using Data to Drive Decisions. This full-day training provides hands-on professional development for a maximum of 40 participants at a single location. Multiple sessions may be purchased for a greater number of teachers (40 in each session) or for separate training sites.

NOTE: A cancellation fee of \$2,750 will be charged for any full-day training session that is not cancelled more than 72 hours before the scheduled start time.

Complete Order Total \*\* \_\_\_\_\_

\*\* Minimum purchase of 100 licenses.

NOTE: Allow 2 weeks for set-up and kick-off meeting before testing.

Preferred Initial Training Date(s) and Time(s)  
We will do our best to accommodate your choice.

Preferred Date(s) \_\_\_\_\_

Preferred Time(s) \_\_\_\_\_

## Ordering Details

1. Complete and sign order form. By signing this form, I am agreeing to all terms and conditions of the Subscriber Agreement (see page 3).
2. Fax completed order form and purchase order to 630-467-7192 or send to Riverside, Attention Customer Service, 3800 Golf Road, Suite 200, Rolling Meadows, IL 60008.

For general questions and billing inquiries, call Riverside Publishing Customer Service at 800.323.9540.

Signature (Required) \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

Prices are valid until December 31, 2013 and are subject to change without notice.

hmhco.com • 800.323.9540

### EASYCBM SUBSCRIBER AGREEMENT Terms and Conditions of Use

EASYCBM service (the "Service") is a web-based benchmark and progress monitoring reporting service that permits school districts and agencies to enter student EASYCBM data and administrative data (collectively "Data") and generate automated reports. EASYCBM was developed by the Behavioral Research and Teaching Center ("BRTC") at the University of Oregon. The Riverside Publishing Company ("Riverside") is the exclusive distributor of the EASYCBM service.

Upon completion of the attached Order Form, and payment to Riverside, You, as a Subscriber, hereby agree to be legally bound by the terms and conditions of this Agreement.

1. Definitions. As used in this Subscriber Agreement, the following terms shall have the meanings set forth below:

- "Agreement" means this Subscriber Agreement and the Order Form.
- "Order Form" means the order form attached to this Agreement that includes pricing and subscription information regarding Subscriber's purchase of the Service and associated training.
- "Subscriber" means the Riverside authorized purchaser of the Service who has agreed to be bound to the terms and conditions of this Agreement by signing the order form in the required field.
- "Users" means individual humans who are authorized by Subscriber to use the Service.

2. Upon payment and execution of this Agreement, Riverside grants to Subscriber, a limited, non-exclusive, revocable license to permit Users access to the Service pursuant to the terms and conditions hereunder; and the non-exclusive, non-transferable, right to do the following for non-commercial education and research purposes only: a. access the EASYCBM System; b. enter Data into the EASYCBM System; and c. generate reports using the EASYCBM System. Subscriber shall not use the EASYCBM System for any other purpose and Subscriber must contact Riverside to request permission to use the EASYCBM System in any other manner.

3. Subscriber will provide, or shall require its Users to provide, or have access to the Service through Internet connection (from the classroom, home, or wherever there is a suitable Internet connection).

4. Subscriber will designate an administrator/local site facilitator on the order form to serve as the primary contact person regarding the use of the Service (the "Administrator"). This Administrator will:

- Disseminate information to Users regarding access to and use of the Service;
- Provide subscription information, if applicable (for example, where Users are located or assigned) to Riverside; and
- Provide required account information to the Riverside Account Manager and/or Riverside Customer Support.

5. Subscriber will have an EASYCBM account established with Riverside, whereby Users, each identified by a unique user name and password are able to log in to the Service, either through Subscriber's facilities or other sites where the Internet can be accessed. In addition, Subscriber hereby grants Riverside and its duly authorized licensees permission, to the extent that it may be required, to use the district, school or institution name in marketing and promotional materials.

6. Notwithstanding anything to the contrary in this Agreement, student records and student information shall not be considered public data and shall not be disclosed to any third party without the prior written consent of Customer; provided, however, that Riverside and the University of Oregon, including its research partners, may use such information to improve EASYCBM and for educational research purposes in a manner that does not disclose personally identifiable information and such that individual students, teachers, schools or districts may not be identified or derived.

7. Riverside will maintain and provide Subscriber with access to scoring and reporting data for the Subscriber's current contract period (typically twelve (12) months) unless limited by special promotions and limited account access based on special pricing. It is the Subscriber's responsibility, if they wish, to preserve any scoring and reporting data for their users from previous contract periods or for archival purposes in a timely manner.

8. Riverside will provide a user manual and associated guides, in electronic format available from the EASYCBM service after login, containing information on EASYCBM functionality.

9. Riverside will monitor the number of students using the system by Subscriber's Users, or number of user registrations during the subscription period, and notify the Subscriber near the end of the Agreement term of any additional Service Fees that exceed the number originally purchased by the Subscriber. In the event of an overage, a follow-up invoice will be sent to the Subscriber to reconcile with the number of students actually comprising the Subscriber's account. This invoice will be sent whether a purchase order has been received from the Subscriber or not, and whether the amount of the purchase order that is submitted by the Subscriber is correct or not. All Service Fee payments shall be due and payable, within thirty (30) days of Subscriber's receipt of the invoice from Riverside. Any payments provided by Subscriber to Riverside shall be irrevocable and shall be made in U.S. dollars. Subscriber is solely responsible for ensuring that such payments are made to Riverside in accordance with this Section 9b).

10. Nothing contained in this Agreement shall be construed to imply a joint venture, partnership, or principal-agent relationship between the parties; and no party by virtue of this Agreement shall have any right, power, or authority to act or create any obligation, expressed or implied, on behalf of the other party.

11. Subscriber shall be solely responsible for whom it permits to be Users of the Service. Subscriber further agrees that it shall be solely responsible and liable for all Users of the Service and for any information or materials submitted to the Service via Subscriber's EASYCBM account and/or resulting from any use of a User name, User password, or any other User information associated with the Service. Subscriber understands and agrees that the Service may not be used for any other purpose, or be provided to any other party, than as described herein (including the Order Form).

12. Except as expressly permitted by this Agreement, Subscriber may not read, LICENSE, ASSIGN or otherwise transfer this Agreement OR ITS RIGHTS OR OBLIGATIONS HEREBINDER to any PERSON OR ENTITY. Subscriber shall indemnify and hold Riverside and BRTC harmless from any and all claims arising out of the use of the Service or use of the scoring or reporting to determine placement of, or grades for, students.

13. Subscriber agrees that the privacy of User information, and score data is the sole responsibility of Subscriber and its Users. User names, user identification, passwords, and scoring and reporting data are maintained by Riverside on a secure server. Riverside does not share User or Subscriber information with anyone and: (a) with respect to the User or others the User may specify, the particular User's own information only; and (b) with respect to Subscriber, Subscriber's own information and the information regarding its Users. The Subscriber acknowledges that prior to using the EASYCBM service, said Subscriber is obligated to obtain any written parental consent that may be required in accordance with Federal or state laws or school district policies, to enable Subscriber to enter data into the EASYCBM system and to permit use of the Data in accordance with the terms and conditions of this Agreement.

14. Riverside and BRTC shall retain ownership of and proprietary rights, including but not limited to patent, copyright, trademark and trade secret in the EASYCBM online assessment system, including the benchmark and progress monitoring assessments, scoring guides, manuals, resources, as well as any other Riverside and/or BRTC materials, software programs, and associated techniques, concepts, and methodologies that may be used to provide services under this Agreement.

Prices are valid until December 31, 2013 and are subject to change without notice.

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Rolling Meadows, IL 60008  
P 800.323.9540  
F 630.467.7192

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