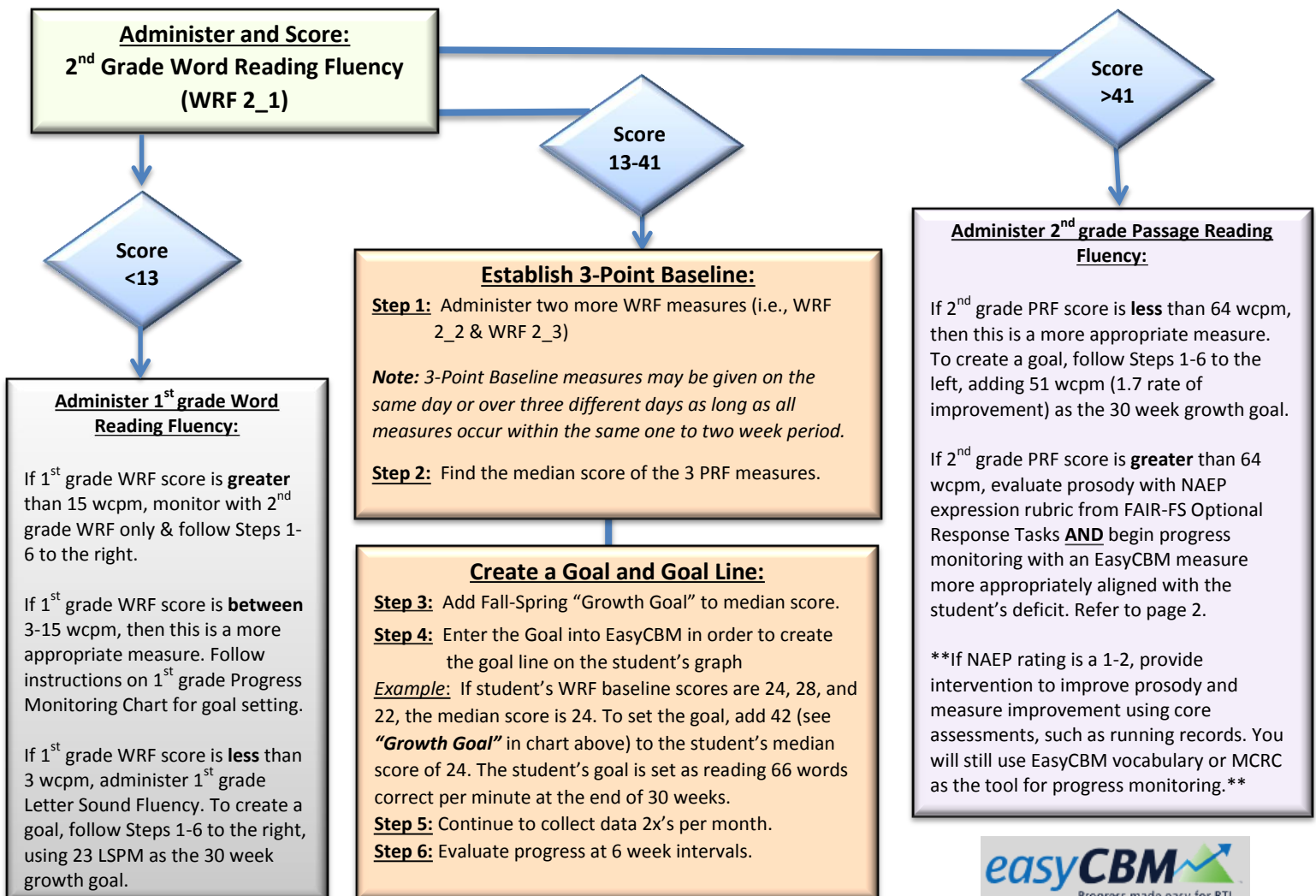# EasyCBM:
Progress Monitoring for Reading Interventions
GRADE 2
2015-2016

- This document is a tool to help you select the most appropriate progress monitoring measure, setting student goals, and evaluating response to Reading intervention.
- **All** 2nd grade students receiving interventions at Tier 2 or Tier 3 in reading will initially be assessed with EasyCBM **Word Reading Fluency** (WRF).
- If a student initially performs below the 10th percentile or above the 50th percentile in WRF, you will want to choose a more appropriate area to progress monitor.

2nd Grade: Word Reading Fluency			
Fall to Spring (September to June)		**Winter to Spring (January to June)**	
Is the Measure Appropriate? (i.e., raw score between the 10th and 50th percentile)	**Growth Goal** 1.4 weekly Rate of Improvement x 30 Weeks	**Is the Measure Appropriate?** (i.e., raw score between the 10th and 50th percentile)	**Growth Goal** 1.4 weekly Rate of Improvement x 15 Weeks
13-41 wcpm	**42 wcpm**	**18-53 wcpm**	**21 wcpm**
Note: Prior to meeting their 30 week goal, student's whose 4 most recent data points are above the 50th percentile, should be progress monitored with Passage Reading Fluency.		_Winter to Spring goal setting is appropriate for students matched to an intervention after the second nine weeks._	

Administer and Score:
2nd Grade Word Reading Fluency (WRF 2_1)

Score <13

Score 13-41

Score >41

Administer 1st grade Word Reading Fluency:

If 1st grade WRF score is **greater** than 15 wcpm, monitor with 2nd grade WRF only & follow Steps 1-6 to the right.

If 1st grade WRF score is **between** 3-15 wcpm, then this is a more appropriate measure. Follow instructions on 1st grade Progress Monitoring Chart for goal setting.

If 1st grade WRF score is **less** than 3 wcpm, administer 1st grade Letter Sound Fluency. To create a goal, follow Steps 1-6 to the right, using 23 LSPM as the 30 week growth goal.

Establish 3-Point Baseline:
Step 1: Administer two more WRF measures (i.e., WRF 2_2 & WRF 2_3)

Note: 3-Point Baseline measures may be given on the same day or over three different days as long as all measures occur within the same one to two week period.

Step 2: Find the median score of the 3 PRF measures.

Create a Goal and Goal Line:
Step 3: Add Fall-Spring "Growth Goal" to median score.
Step 4: Enter the Goal into EasyCBM in order to create the goal line on the student's graph
Example: If student's WRF baseline scores are 24, 28, and 22, the median score is 24. To set the goal, add 42 (see **"Growth Goal"** in chart above) to the student's median score of 24. The student's goal is set as reading 66 words correct per minute at the end of 30 weeks.
Step 5: Continue to collect data 2x's per month.
Step 6: Evaluate progress at 6 week intervals.

Administer 2nd grade Passage Reading Fluency:

If 2nd grade PRF score is **less** than 64 wcpm, then this is a more appropriate measure. To create a goal, follow Steps 1-6 to the left, adding 51 wcpm (1.7 rate of improvement) as the 30 week growth goal.

If 2nd grade PRF score is **greater** than 64 wcpm, evaluate prosody with NAEP expression rubric from FAIR-FS Optional Response Tasks **AND** begin progress monitoring with an EasyCBM measure more appropriately aligned with the student's deficit. Refer to page 2.

If NAEP rating is a 1-2, provide intervention to improve prosody and measure improvement using core assessments, such as running records. You will still use EasyCBM vocabulary or MCRC as the tool for progress monitoring.

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Progress made easy for RTI.

MTSS-RtI Services
Hillsborough County Public Schools

- **All** 2nd grade students receiving interventions in reading will initially be assessed with EasyCBM **Word Reading Fluency** (WRF).
- Below are the additional EasyCBM measures that can be used to progress monitor students whose Word Reading Fluency (WRF) and Passage Reading Fluency (PRF) scores are **NOT** appropriate for Progress Monitoring.
- Remember, do **NOT** use percent correct. Analyze the raw score (items correct) and its corresponding percentile ranking to determine if a measure is appropriate.

Vocabulary

These measures may be administered once every 3-4 weeks for those students identified as having a vocabulary deficit. Some data that can be used to determine a vocabulary deficit may be:
- a score falling below the 30th percentile on the FAIR-FS Vocabulary Knowledge Task
- iStation/iReady reports
- ELL status

Fall to Spring (September to June)			Winter to Spring (January to June)		
Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the WINTER EasyCBM norms?		
Items Correct	**Percentile Band**	**30 week Goal Score**	**Items Correct**	**Percentile Band**	**15 week Goal Score**
4-5	10th-20th	10	5	10th-20th	10
6-7	21st-40th	11	6-7	21st-40th	11
8-9	41st-50th	12	8-9	41st-50th	12

Multiple Choice Reading Comprehension (MCRC)

These measures may be administered once every 3-4 weeks for those students identified as having a comprehension deficit. Some data that can used to determine a comprehension deficit may be:
- a score falling below the 30th percentile on SAT-10 Reading Comprehension
- a score falling below the 30th percentile on the FAIR-FS Reading Comprehension Task
- iStation/iReady reports
- core assessments

Fall to Spring (September to June)			Winter to Spring (January to June)		
Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10th and 50th percentile according to the WINTER EasyCBM norms?		
Items Correct	**Percentile Band**	**30 week Goal Score**	**Items Correct**	**Percentile Band**	**15 week Goal Score**
4	10th-20th	9	5-6	10th-20th	9
5	21st-30th	10	7	21st-30th	10
6	31st-40th	11	8	31st-40th	11
7	41st-50th	12	9	41st-50th	12