MTSS-RtI Services Hillsborough County Public Schools

EasyCBM:<br>Progress Monitoring for Reading Interventions<br>Grade 3<br>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 3rd grade students receiving interventions at Tier 2 or Tier 3 in reading will initially be assessed with EasyCBM Passage Reading Fluency (PRF).
- If a student initially performs above the $50^{\text {th }}$ percentile in PRF, page 2 of this document will assist you in choosing a more appropriate EasyCBM measure for progress monitoring and goal setting.


## 3rd Grade: Passage Reading Fluency

## Fall to Spring (September to June)

Winter to Spring (January to June)

| Is the Measure <br> Appropriate? | Growth Goal |
| :---: | :---: |
| (i.e., raw score <br> between the $10^{\text {th }}$ <br> and $50^{\text {th }}$ <br> percentile) | 1.6 weekly Rate of Improvement <br> $\times 30$ Weeks |
| $47-87$ wcpm | 48 wcpm |

Note: Prior to meeting their 30 week goal, student's whose 4 most recent data points are above the $50^{\text {th }}$ percentile, should be progress monitored with Vocabulary or CCSS.

| Is the Measure <br> Appropriate? <br> (i.e., raw score <br> between the $10^{\text {th }}$ <br> and 50 | Growth Goal |
| :---: | :---: |
| percentile) |  |$\quad$| 1.6 weekly Rate of Improvement |
| :---: |
| $\mathbf{x 2 - 1 1 7} \mathbf{1 5}$ Weeks |

## Administer and Score: $\mathbf{3}^{\text {rd }}$ Grade Passage Reading Fluency

Score <47

> Administer $3^{\text {rd }}$ grade Word Reading Fluency:

If $3^{\text {rd }}$ grade WRF score is greater than 47 wcpm, monitor with 3rd grade PRF only \& follow Steps 16.

If $3^{\text {rd }}$ grade WRF score is between 16-47 wcpm. Follow Steps 1-6 using 39 WCPM ( 1.3 rate of improvement) as the 30 week Growth Goal.

If $3^{\text {rd }}$ grade WRF score is less than 16 wcpm , administer $2^{\text {nd }}$ grade Word Reading Fluency and refer to $2^{\text {nd }}$ grade chart.


Step 1: Administer two more PRF measures (i.e., PRF 3_2 \& PRF 3_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 PRF baseline scores are 52, 55, and 54, the median score is 54. To set the goal, add 48 (see "Growth Goal" in chart above) to the student's median score of 102. The student's goal is set as reading 102 words correct per minute at the end of 30 weeks.
Step 5: Continue to collect data $2 x^{\prime}$ s per month.
Step 6: Evaluate progress at 6 week intervals.

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 CCSS as the tool for progress monitoring.**

## EasyCBM:

Progress Monitoring for Reading Interventions
Grade 3
2015-2016

- All 3rd grade students receiving interventions in reading will initially be assessed with EasyCBM Passage Reading Fluency (PRF).
- Below are the additional EasyCBM measures that can be used to progress monitor students whose Passage Reading Fluency (PRF) scores are above the $50^{\text {th }}$ percentile.
- Remember, do NOT use percent correct. Analyze the raw score (items correct) and its corresponding percentile ranking to determine if a measure is appropriate.
- If the student performs below the $10^{\text {th }}$ percentile on the initial assessment, you will want to progress monitor with measures from one grade level below.


## 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 $30^{\text {th }}$ percentile on the FAIR-FS Vocabulary Knowledge Task
- iStation/iReady reports
- ELL status

Fall to Spring (September to June)
Is this measure appropriate? Does the student's raw score fall between the $10^{\text {th }}$ and $50^{\text {th }}$ percentile according to the FALL EasyCBM norms?

## Winter to Spring (January to June)

Is this measure appropriate? Does the student's raw score fall between the $10^{\text {th }}$ and $50^{\text {th }}$ percentile according to the WINTER EasyCBM norms?

| Items <br> Correct | Percentile <br> Band | 30 week <br> Goal Score | Items <br> Correct | Percentile <br> Band | 15 week <br> Goal Score |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $9-11$ | $10^{\text {th }}-20^{\text {th }}$ | 17 | $12-14$ | $10^{\text {th }-20^{\text {th }}}$ | 17 |
| $12-14$ | $21^{\text {st }} 30^{\text {th }}$ | 18 | 15 | $21^{\text {st }-30^{\text {th }}}$ | 18 |
| $15-16$ | $31^{\text {st }} 50^{\text {th }}$ | 19 | $16-17$ | $31^{\text {st }-50^{\text {th }}}$ | 19 |

## Common Core State Standards (CCSS)

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 $30^{\text {th }}$ percentile on SAT-10 Reading Comprehension
- a score falling below the $30^{\text {th }}$ percentile on the FAIR-FS Reading Comprehension Task
- iStation/iReady reports
- core assessments

Fall to Spring (September to June)
Is this measure appropriate? Does the student's raw score fall between the $10^{\text {th }}$ and $50^{\text {th }}$ percentile according to the FALL EasyCBM norms?

Winter to Spring (January to June)
Is this measure appropriate? Does the student's raw score fall between the $10^{\text {th }}$ and $50^{\text {th }}$ percentile according to the WINTER EasyCBM norms?

| Items <br> Correct | Percentile <br> Band | 30 week <br> Goal Score | Items <br> Correct | Percentile <br> Band | 15 week <br> Goal Score |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $8-9$ | $10^{\text {th }-15^{\text {th }}}$ | 21 | $9-12$ | $10^{\text {th }-15^{\text {th }}}$ | 21 |
| $10-11$ | $16^{\text {th }}-20^{\text {th }}$ | 22 | $13-16$ | $16^{\text {th }}-20^{\text {th }}$ | 22 |
| $12-14$ | $21^{\text {st- }} 30^{\text {th }}$ | 23 | $17-19$ | $21^{\text {st- }} 30^{\text {th }}$ | 23 |
| $15-17$ | $31^{\text {st- }} 40^{\text {th }}$ | 24 | 20 | $31^{\text {st- }-40^{\text {th }}}$ | 24 |
| $18-20$ | $41^{\text {st- }} 50^{\text {th }}$ | 25 | 21 | $41^{\text {st- }} 50^{\text {th }}$ | 25 |

