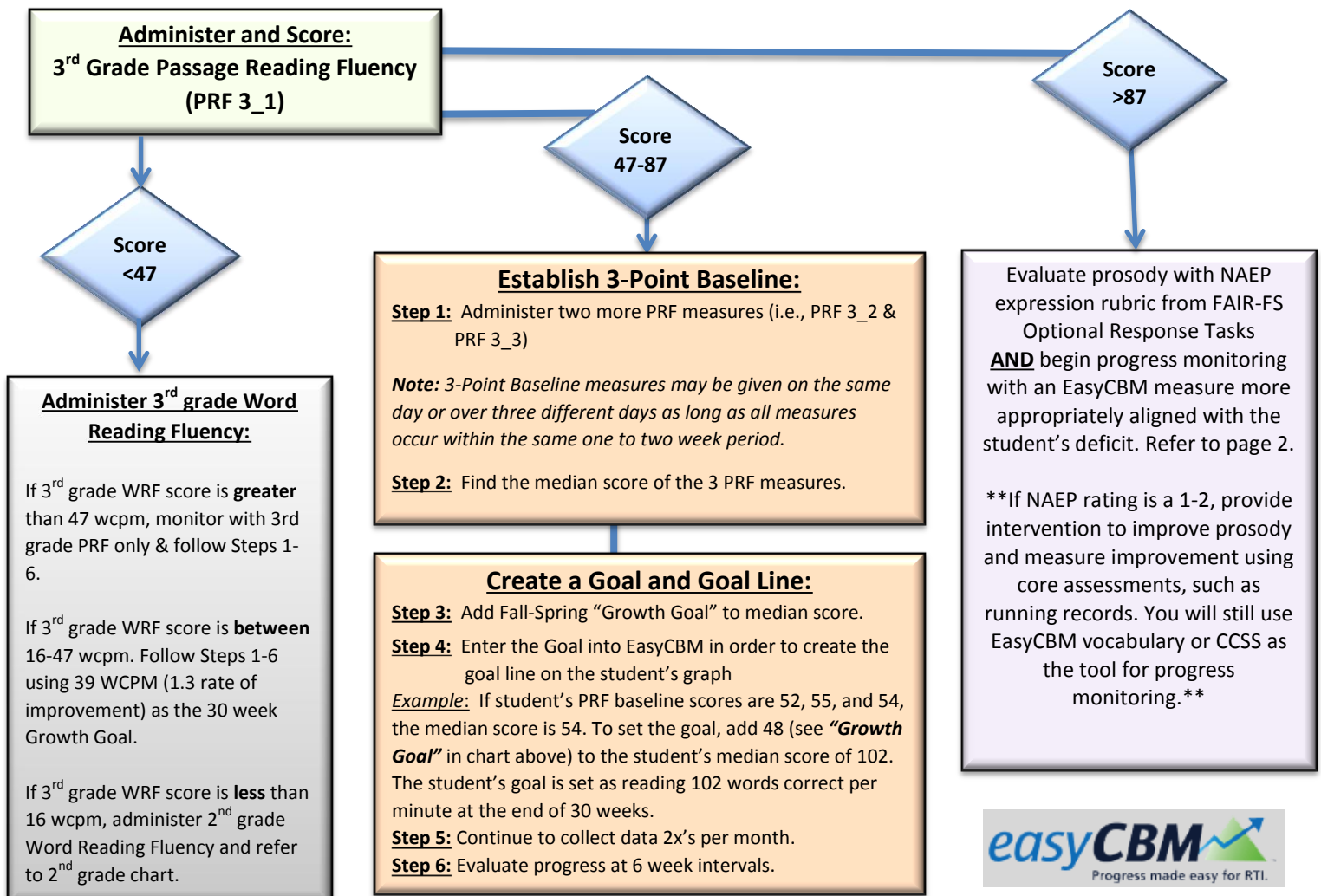


EasyCBM: Progress Monitoring for Reading Interventions

GRADE 3
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 50th 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 Appropriate? (i.e., raw score between the 10 th and 50 th percentile)	Growth Goal 1.6 weekly Rate of Improvement x 30 Weeks	Is the Measure Appropriate? (i.e., raw score between the 10 th and 50 th percentile)	Growth Goal 1.6 weekly Rate of Improvement x 15 Weeks
47-87 wcpm	48 wcpm	72-117 wcpm	24 wcpm
<i>Note:</i> Prior to meeting their 30 week goal, student's whose 4 most recent data points are above the 50 th percentile, should be progress monitored with Vocabulary or CCSS.		<i>Winter to Spring goal setting is appropriate for students matched to an intervention after the second nine weeks.</i>	



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 50th 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 10th 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 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 10 th and 50 th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10 th and 50 th percentile according to the WINTER EasyCBM norms?		
Items Correct	Percentile Band	30 week Goal Score	Items Correct	Percentile Band	15 week Goal Score
9-11	10 th -20 th	17	12-14	10 th -20 th	17
12-14	21 st -30 th	18	15	21 st -30 th	18
15-16	31 st -50 th	19	16-17	31 st -50 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 be 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 10 th and 50 th percentile according to the FALL EasyCBM norms?			Is this measure appropriate? Does the student's raw score fall between the 10 th and 50 th percentile according to the WINTER EasyCBM norms?		
Items Correct	Percentile Band	30 week Goal Score	Items Correct	Percentile Band	15 week Goal Score
8-9	10 th -15 th	21	9-12	10 th -15 th	21
10-11	16 th -20 th	22	13-16	16 th -20 th	22
12-14	21 st -30 th	23	17-19	21 st -30 th	23
15-17	31 st -40 th	24	20	31 st -40 th	24
18-20	41 st -50 th	25	21	41 st -50 th	25