

EasyCBM:

Progress Monitoring for Reading Interventions GRADE 4

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 4th 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.

4th Grade: Passage Reading Fluency								
Fall to Sp	ring (September to June)	Winter to Spring (January to June)						
Is the Measure Appropriate?	Growth Goal	Is the Measure Appropriate?	Growth Goal					
(i.e., raw score between the 10 th and 50 th percentile)	1.7 weekly Rate of Improvement x 30 Weeks	(i.e., raw score between the 10 th and 50 th percentile)	1.7 weekly Rate of Improvement x 15 Weeks					
69-107 wcpm	51 wcpm	85-138 wcpm	26 wcpm					
Note: 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		Winter to Spring goal setting is appropriate for students matched to an intervention after the second nine weeks.						

be progress monitored with Vocabulary or CCSS.

Administer and Score: 4th Grade Passage Reading Fluency (PRF 4 1) Score

Establish 3-Point Baseline:

Score 69-107

Step 1: Administer two more PRF measures (i.e., PRF 4 2 & PRF 4_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.

Administer 3rd grade Passage **Reading Fluency:**

If 3rd grade PRF score is **greater** than 87 wcpm, monitor with 4th grade PRF only & follow Steps 1-6.

If 3rd grade PRF score is **between** 47-87 wcpm, then this is a more appropriate measure. Follow instructions on 3rd grade Progress Monitoring Chart for goal setting.

If 3rd grade PRF score is **less** than 47 wcpm, administer 3rd grade Word Reading Fluency and refer to the 3rd Grade Progress Monitoring Chart for goal setting.

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 91, 95, and 102, the median score is 95. To set the goal, add 52 (see "Growth Goal" in chart above) to the student's median score of 95. The student's goal is set as reading 147 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.

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.

Score >107

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 4 2015-2016

- <u>All</u> 4th 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	Percentile	30 week	Items	Percentile	15 week
Correct	Band	Goal Score	Correct	Band	Goal Score
10-12	10 th -20 th	17	12-14	10 th -20 th	17
13-14	21st-30th	18	15	21st-30th	18
15-16	31st-50th	19	16-17	31st-50th	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 30th percentile on SAT-10 Reading Comprehension
- a score falling below the 30th percentile on the FAIR-FS Reading Comprehension Task
- iStation/iReady reports

Fall to Spring (September to June)

core assessments

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
8-11	10 th -15 th	19	11-13	10 th -15 th	19
12-13	16 th -20 th	20	14-16	16 th -20 th	20
14-15	21st-25th	21	17	21st-25th	21
16-17	26 th -30 th	22	18	26 th -30 th	22
18-19	31st-40th	23	19-20	31st-40th	23
20-21	41st-50th	24	21	41st-50th	24

Winter to Spring (January to June)