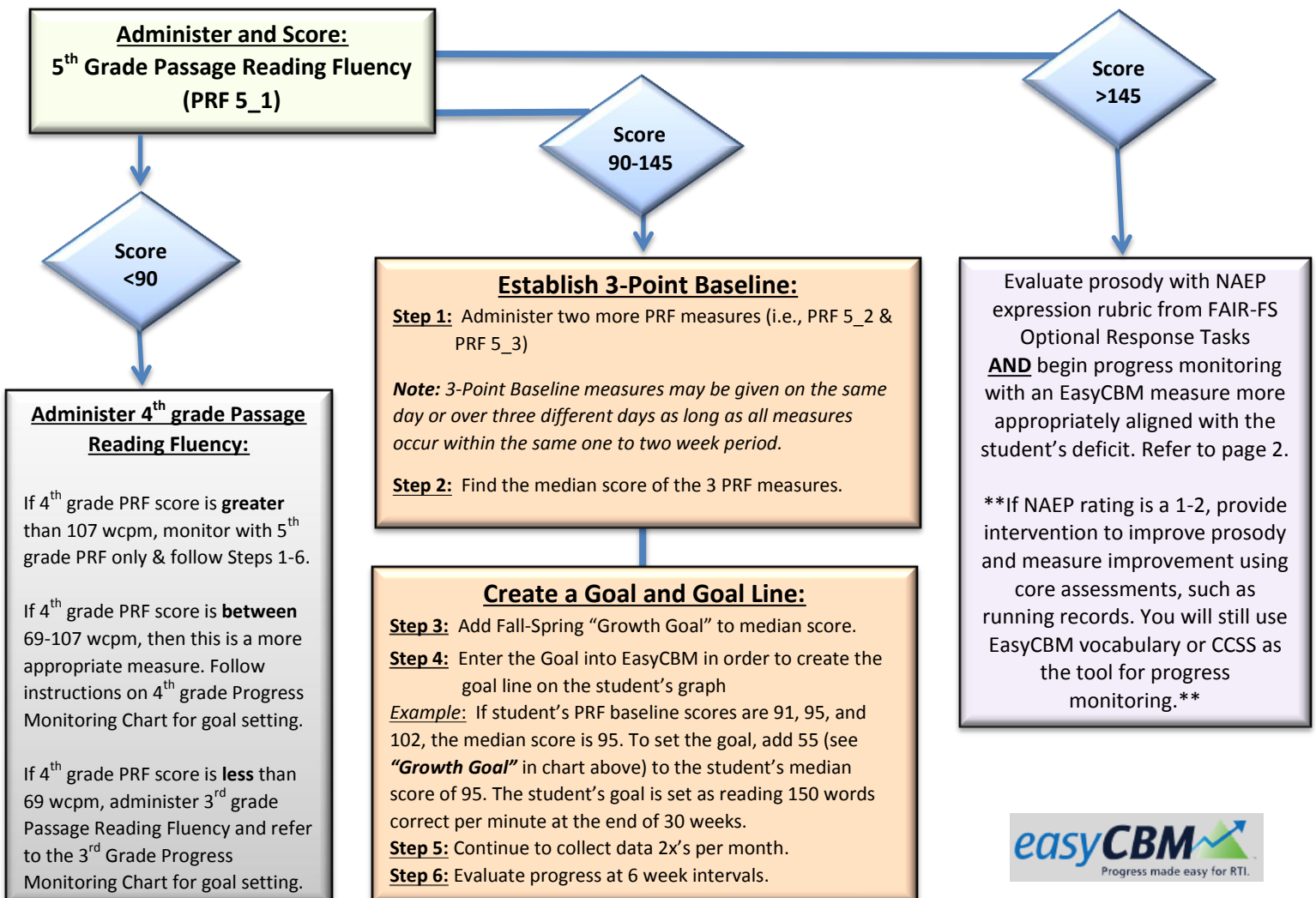# EasyCBM:
Progress Monitoring for Reading Interventions
GRADE 5
2015-2016

- 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** 5th 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.

5th 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 10th and 50th percentile)	**Growth Goal** 1.8 weekly Rate of Improvement x 30 Weeks	**Is the Measure Appropriate?** (i.e., raw score between the 10th and 50th percentile)	**Growth Goal** 1.8 weekly Rate of Improvement x 15 Weeks
90-145 wcpm	**55 wcpm**	**97-150 wcpm**	**27 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 Vocabulary or CCSS.		_Winter to Spring goal setting is appropriate for students matched to an intervention after the second nine weeks._	

Administer and Score:
5th Grade Passage Reading Fluency (PRF 5_1)

Score 90-145

Score >145

Score <90

Administer 4th grade Passage Reading Fluency:

If 4th grade PRF score is **greater** than 107 wcpm, monitor with 5th grade PRF only & follow Steps 1-6.

If 4th grade PRF score is **between** 69-107 wcpm, then this is a more appropriate measure. Follow instructions on 4th grade Progress Monitoring Chart for goal setting.

If 4th grade PRF score is **less** than 69 wcpm, administer 3rd grade Passage Reading Fluency and refer to the 3rd Grade Progress Monitoring Chart for goal setting.

Establish 3-Point Baseline:

Step 1: Administer two more PRF measures (i.e., PRF 5_2 & PRF 5_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 91, 95, and 102, the median score is 95. To set the goal, add 55 (see **"Growth Goal"** in chart above) to the student's median score of 95. The student's goal is set as reading 150 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.

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.

MTSS-RtI Services
Hillsborough County Public Schools

- **All** 5th 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 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**
11-13	10th-20th	16	12-14	10th-20th	16
14-15	21st-30th	18	15	21st-30th	18
16-17	31st-50th	20	16-17	31st-50th	20

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
- 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**
7-11	10th-15th	18	8-12	10th-15th	18
12-14	16th-20th	20	13-16	16th-20th	20
15-17	21st-30th	22	17-19	21st-30th	22
18-20	31st-50th	24	20-22	31st-50th	24