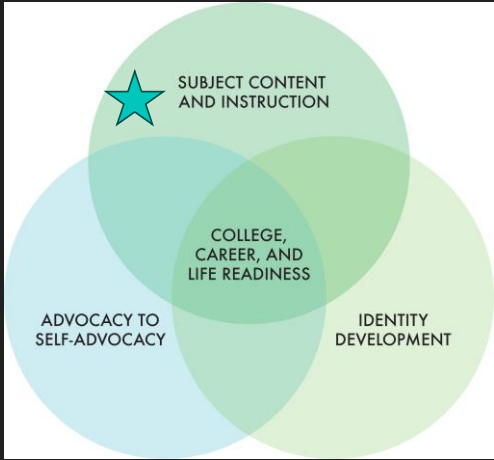


1

NYS-MEP Theory of Action Connection



2

easyCBM 2023/24

Passage Reading Fluency (PRF)

Assessment Guide

<http://mep.ny.easycbm.com> (easyCBM Website Login)

<https://www.nysmigrant.org/support> (easyCBM website login also accessible through NYS-MEP website!)

3

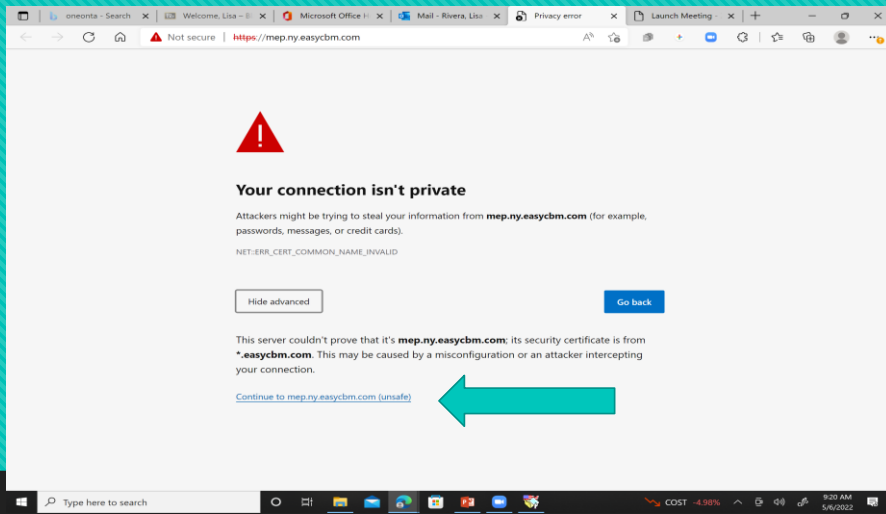
Testing Windows for easyCBM 2023/24

- Fall Benchmark Window: 08/07/23 – 10/13/23
- Winter Benchmark Window: 01/02/24 – 02/23/24
- Spring Benchmark Window: 04/15/24 – 06/14/24

Who should be tested? All level 2 & 3 students in grades 3-8.

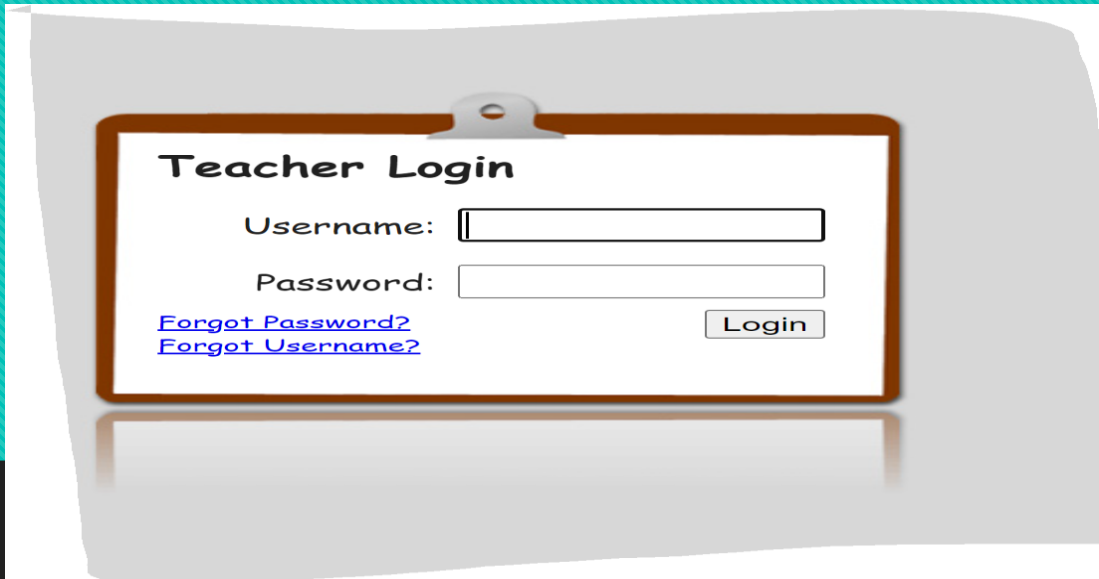
<https://mep-ny.easycbm.com/>

4



Sometimes this message will appear when you enter the easyCBM. Please click on the "Continue to..." and it will take you to the easyCBM website for the NYS-MEP.

5



6

easyCBM ELA Assessment

Passage Reading Fluency (PRF)

7

The screenshot shows the 'Measures' tab in the easyCBM ELA Assessment interface. At the top, there is a navigation bar with 'Home', 'Students', 'Measures', 'Reports', 'Analytics', and 'Interventions'. Below this is a grade selector with buttons for 'K', '1', '2', '3', '4', '5', '6', '7', and '8'. The '3' button is selected. The main content area is divided into two sections: 'Fall Tests' and 'Winter Tests'. A red arrow points to the first item in the 'Fall Tests' list: 'Passage Reading Fluency 3_Fall'. Each test entry includes a 'Student Copy' and an 'Assessor Copy' link, with some also having a 'Take Online (Preview)' link.

Test Name	Student Copy	Assessor Copy	Take Online (Preview)
Passage Reading Fluency 3_Fall	Student Copy	Assessor Copy	
Vocabulary 3_Fall	Student Copy	or Take Online (Preview)	
Basic Reading 3_Fall	Student Copy	or Take Online (Preview)	
Proficient Reading 3_Fall	Student Copy	or Take Online (Preview)	
Proficient Math 3_Fall	Student Copy	Spanish or Take Online (Preview)	
Passage Reading Fluency 3_Winter	Student Copy	Assessor Copy	
Vocabulary 3_Winter	Student Copy	or Take Online (Preview)	
Basic Reading 3_Winter	Student Copy	or Take Online (Preview)	
Proficient Reading 3_Winter	Student Copy	or Take Online (Preview)	
Proficient Math 3_Winter	Student Copy	Spanish or Take Online (Preview)	

8

Measure: Passage Reading Fluency (PRF)

What does it measure?

Words read correctly within one minute –
the benchmarks indicate how many words students should be able to read
within a minute at each grade level.

1. Accuracy (words read accurately)
2. Automaticity (number of words)

9

Accuracy: Check for words that students cannot yet decode

We teach phonics so students can have automatic grapheme/phoneme identification; students can have multiple experiences with words/word parts so that they can automatically identify them

Children read words by:

- Decoding
- Analogy
- Prediction
- Memory/Sight (goal)

*The goal of **all** phonics instruction is automatic sight words and sight word chunks*

*The end goal of **all** decoding instruction is automatic & accurate word identification*

Automaticity: Reading automatically so that attention focuses on comprehension

- Everything needs to become automatic
- Reading rate below benchmark indicates attention is devoted to word reading
- Comprehension can be impacted (fluency assessment does **not** measure comprehension)

10

Side-by-Side Comparison of Student and Assessor Copies

Student Copy	Form 3-Fall	Assessor Copy	Form 3-Fall												
<p>Craig is happy because it is spring, and the sun is shining. He has decided that this year he wants to start a small garden. He would like to plant beans, carrots, lettuce and watermelon. He wants to plant those seeds because those are his favorite foods. Craig also wants to plant flowers. His mom likes the way roses smell. He likes iris and daisies. Craig's dad said that he could use some land in the backyard, but that he should get started soon. Craig decides to start right away. He prepares the soil by raking it and decides where he wants to plant everything. He goes to the store to buy seeds. He is told that it will take weeks for everything to grow. He knows it will be worth it, especially since he really likes the kind of plants he bought. Craig spends three days straight in his garden. He has everything planted and now just has to wait. Finally, the seeds begin to sprout. The daisies have buds, but still no flowers. Craig starts to get impatient.</p> <p>Then one morning he goes out into his garden and sees his first tomato. He is so excited! He runs inside to get his family. They are all impressed and eager to taste the beautiful tomato. His dad even takes a photo. Craig knows if they wait a few more days, the tomato will be ripe. He tells his family that they should wait. Soon the fresh orange carrots will be ready too.</p>		<p>Student Name: _____ Date: _____</p> <ol style="list-style-type: none"> Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them: "This is a story about Craig. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin." Start the timer. While the student is reading, mark errors with a slash (/). At 1 minute, mark the last word read with a bracket (]). When the student gets to a logical stopping place, say "Stop." 													
		<p>Craig is happy because it is spring, and the sun is shining. He has decided that this year he wants to start a small garden. He would like to plant beans, carrots, lettuce and watermelon. He wants to plant those seeds because those are his favorite foods. Craig also wants to plant flowers. His mom likes the way roses smell. He likes iris and daisies. Craig's dad said that he could use some land in the backyard, but that he should get started soon. Craig decides to start right away. He prepares the soil by raking it and decides where he wants to plant everything. He goes to the store to buy seeds. He is told that it will take weeks for everything to grow. He knows it will be worth it, especially since he really likes the kind of plants he bought. Craig spends three days straight in his garden. He has everything planted and now just has to wait. Finally, the seeds begin to sprout. The daisies have buds, but still no</p>	<table border="1"> <tr><td>15</td></tr> <tr><td>31</td></tr> <tr><td>43</td></tr> <tr><td>57</td></tr> <tr><td>72</td></tr> <tr><td>86</td></tr> <tr><td>101</td></tr> <tr><td>117</td></tr> <tr><td>132</td></tr> <tr><td>145</td></tr> <tr><td>159</td></tr> <tr><td>174</td></tr> </table>	15	31	43	57	72	86	101	117	132	145	159	174
15															
31															
43															
57															
72															
86															
101															
117															
132															
145															
159															
174															



easyCBM Passage Reading Fluency (PRF) Assessor Guidelines

1. Read the directions to the student exactly as written on the Assessor Copy.
2. Go over all proper nouns in the passage before beginning the timing.
3. This is a one-minute timed test.
4. Begin timing when the student says the first word of the reading passage.
5. Place a bracket after the last word read before time expires.
6. If the student does not read any words correctly in the first line of the first passage, discontinue the task and record a score of zero.
7. Omitted words are scored as incorrect and marked with a slash through the word.
8. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect.
9. If the student makes an error then self corrects within 3 seconds the assessor writes "SC" above the word and it is not counted as an error.
10. Inserted words are ignored and not counted as errors.
11. At the end of the test, the Assessor should fill in the spaces indicating Total Words Read, Errors, and Total Correct Word

Time to Role Play!

We will now watch the PRF being administered to a student!


Please take out your Assessor copy of the 3rd grade PRF and practice marking errors.

If you do not have the Assessor copy handy, take notes on a piece of paper.

The Student copy of the 3rd grade PRF will be screen shared during the role play.

The Assessor copy will be screen shared after the role play, so we can see the errors marked.

13



Let's Practice
Administering the PRF
Virtually!

In 4 breakout rooms, each facilitator will screen share the 3rd grade PRF Assessor copy.

Small Group 10 Minute Debrief:

Do you have anything different on your version of the Assessor Copy?

Reminder: Sometimes we don't hear things the same way! The more you hear it, the better we get at it!

Let's talk – we are all learning this together! Facilitators will share reminders to cross-check using the Assessor Guidelines.

14

Whole Group Debrief

Whole Group:

Facilitators share big take-aways discussed in the small groups.

15

Combined Booklets	Reading	Proficient Math	Basic Math
<ul style="list-style-type: none"> Fall, K - 8th Grade Winter, K - 8th Grade Spring, K - 8th Grade 	<ul style="list-style-type: none"> Student Copies Assessor Copies Student Copies Assessor Copies Student Copies Assessor Copies 	<ul style="list-style-type: none"> Student Copies Student Copies Student Copies 	<ul style="list-style-type: none"> Student-Copies Student-Copies Student-Copies

Answer Keys:

- Fall Answer Keys
- Winter Answer Keys
- Spring Answer Keys

How do I enter Passage Reading Fluency (PRF) scores?

16

Total Score | Item-level Data

PRF VOCAB Basic Rdg Prof Rdg Prof Mth

6_Fall 3_Fall 3_Fall 3_Fall 3_Fall

Save Scores

To enter scores, click in the box for PRF

17

PRF 3_Spring VOCAB 3_Spring Basic Rdg 3_Spring Prof Rdg 3_Spring Prof Mth 3_Spring

Enter Answers Enter Answers Enter Answers Enter Answers Enter Answers

PRF 3_spring

Passage Text Total Words

Total Words Read: # of Errors:

CWPM: *auto-calculated

60 Start

Cancel Save

18

**easyCBM Annual Administration Guidance:
Students with Disabilities**

19

**easyCBM Annual Administration Guidance:
English Learners**

20

easyCBM Assessment Reminder Recap

- Bookmark the easyCBM Website: <http://mep.ny.easycbm.com>
- If the security page comes up when logging into easyCBM, hit the "continue" prompt to access the website.
- Test all Level 2 and Level 3 students in grades 3-8.
- ELA Assessment for students in grades 3-8 is Passage Reading Fluency (PRF). *Passage Reading Fluency (PRF) scores need to be entered by Staff on or before October 13, 2023.*
- Entering Services in Web App for PRF easyCBM assessment administration: enter as ELA
- If a student is unable to answer any test questions, then the Migrant Educator should revisit at a future session for a maximum of three attempts. If student is unable to answer questions after 3 attempts, enter a 0 for the pre-test score.
- Use the Winter Benchmark Testing (01/02/24-02/23/24) Period to test any student who was NOT tested in the fall or is a NEW student.
- Use activities and tools available in the ELA Resource Library, including the Student Literacy Profile to support instruction [ELA Resource Library | New York State Migrant Education Program \(nysmigrant.org\)](https://www.nysmigrant.org)

21

AREA	RESULTS	COMMENTS	NEXT STEPS: Diagnostics	STRENGTHS	AREAS OF GROWTH
Passage Reading Fluency (PRF)	Rate: Percentile: Is reading rate below the 40 th percentile? <input type="checkbox"/> If YES, suggestion is to continue with diagnostics in Phonics, Word Reading, and Fluency <input type="checkbox"/> If NO, target Reading Comprehension	Examples of word reading Errors during the PRF: N/A	Quick Phonics Screener (QPS)		

ELA Resource Library via the NYS-MEP Website
<https://www.nysmigrant.org/resources/library/ELA>

22

Finding the PRF Reading Rate Percentile Score

Navigating easyCBM to find Percentile Score

- Generating individual student reports by Migrant Educator
- Using the “easyCBM Migrant Educator Percentile Report” directions

Fluency → Comprehension



“If students cannot decode text fluently, they won’t comprehend it – no matter how advanced their intellectual and linguistic abilities.”

Shanahan, 2020

1

Fluency Terms

Fluency

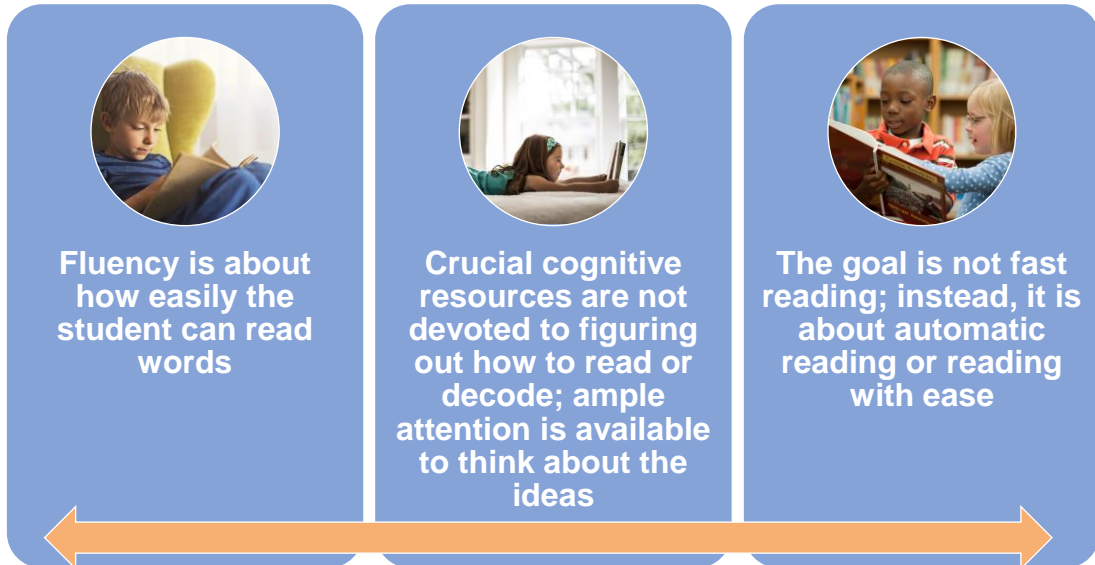
- “Reasonably accurate reading, at an appropriate rate, with suitable expression, that leads to accurate and deep comprehension and motivation to read.”

Automaticity

- Automaticity is not just about reading rate, but also about the ability of a reader to decode print instantly without conscious thought or effort; in other words, ease of processing

2

Characteristics of Fluency



3

Using easyCBM to Assess Fluency



Curriculum-Based Measures

- Norm-referenced (compare skill and rate with other students in the same grade)
- Skill = **accuracy**
- Rate = **automaticity**

4

Prescribing Additional Instruction



Additional fluency instruction is often required for students below the 40th percentile

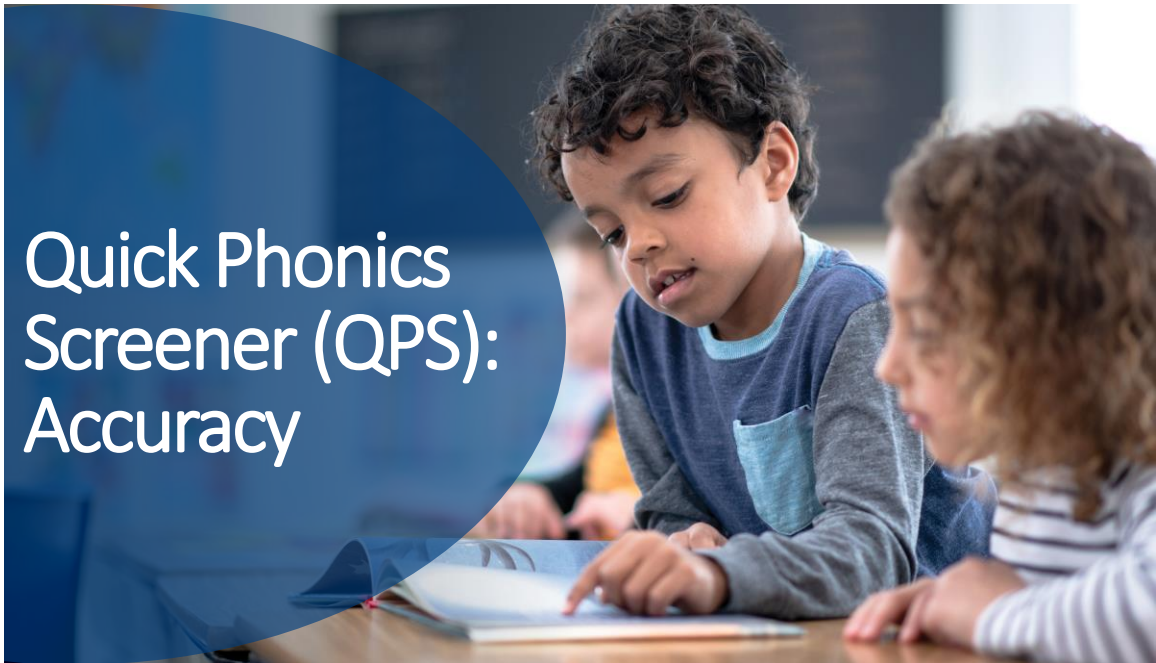


Keep students who score below the 40th percentile on your radar; they may need instruction to meet the next benchmark



5

Quick Phonics
Screeners (QPS):
Accuracy



6

Assessing Accuracy: QPS

Identify which patterns the student has learned

Determine which patterns a student needs to be taught

Skills are organized according to a progression of difficulty

7

Administering Quick Phonics Screener

Individually administered

Begin where the student will meet success and don't assess skills not yet learned

At the beginning of the assessment, students should be able to read the words accurately and automatically

If the student struggles to read the word after 3 seconds, read it and move on

End as soon as the student is frustrated or makes many errors

8

Resources:
<https://www.nysmi-grant.org/resources/library/ELA>

