

easyCBM 2022/23 In-Person Assessment Guide

<http://mep.ny.easycbm.com>

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[www.https://mep-ny.easycbm.com](https://mep-ny.easycbm.com)

Testing Windows for easyCBM 2022/2023

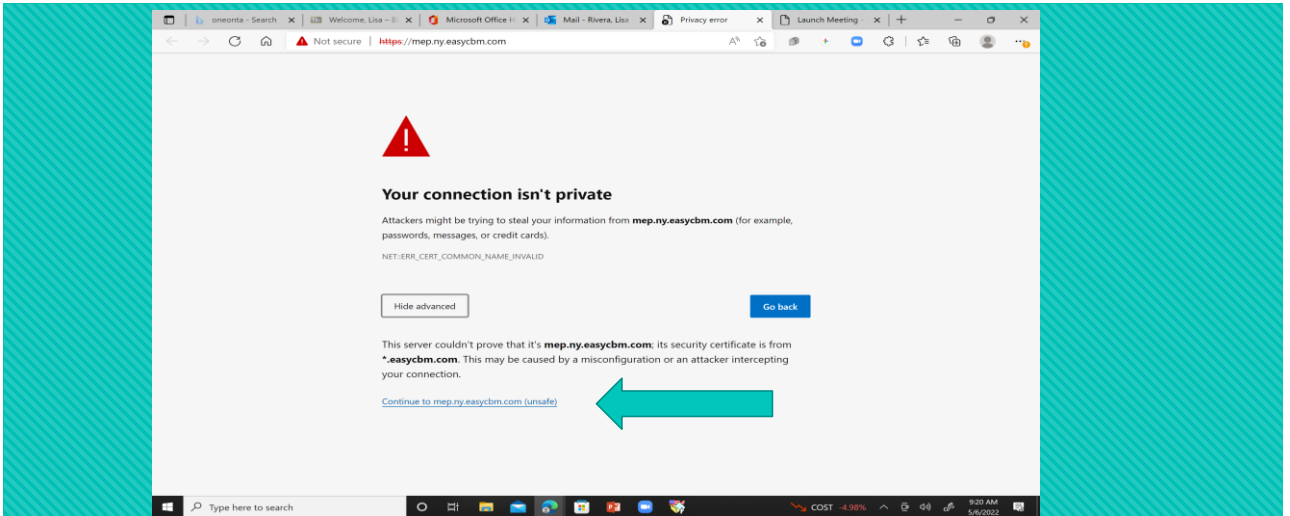
Fall Benchmark Window 08/08/22-10/14/22
Winter Benchmark Window 01/02/23-02/24/23
Spring Benchmark Window 04/17/23-06/16/23



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

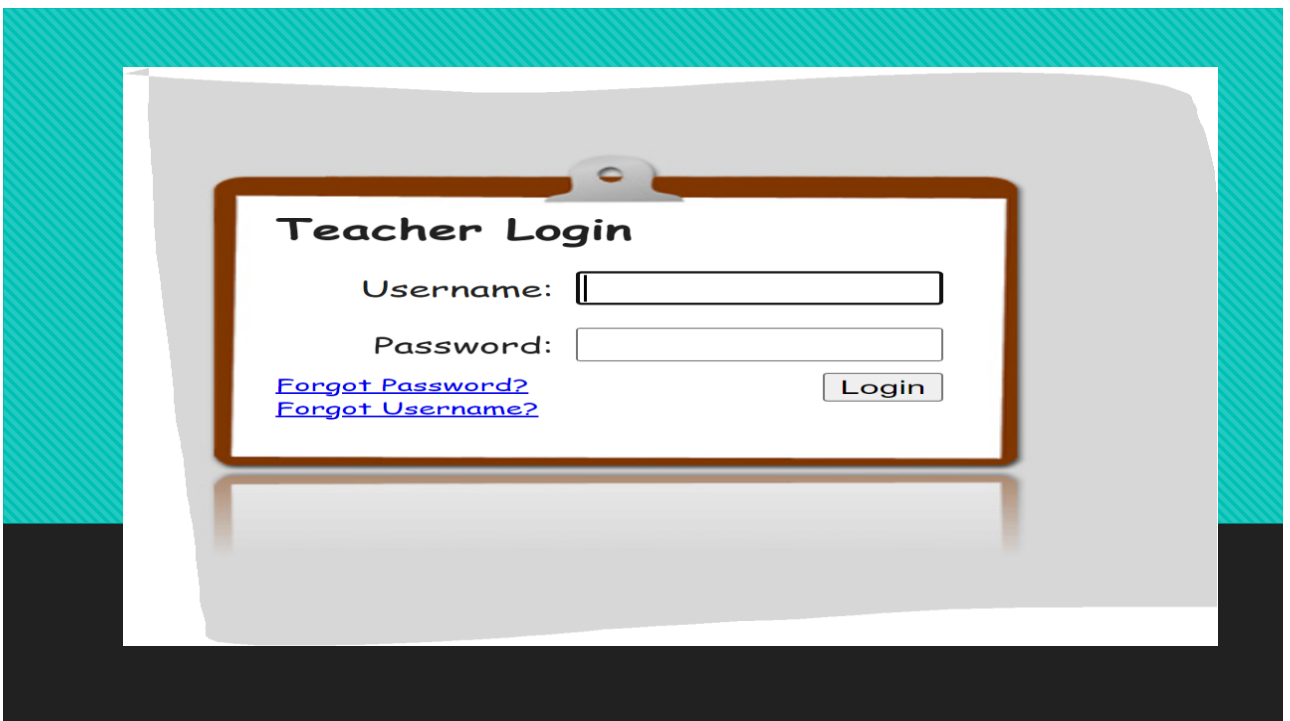
New this year: Only using Passage Reading Fluency (PRF) Exam for ELA

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Sometimes this message will appear when you enter the easyCBM. Please click on the continue and it will take you to the website.

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easyCBM ELA Assessment

○ Passage Reading Fluency (PRF)

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The screenshot displays the 'Measures' section of the easyCBM ELA Assessment interface. The navigation bar includes 'Home', 'Students', 'Measures', 'Reports', 'Analytics', and 'Interventions'. Below the navigation bar, a grade selector shows '3' selected. The main content area is divided into 'Fall Tests' and 'Winter Tests' sections. A red arrow points to the 'Passage Reading Fluency 3_Fall' test in the 'Fall Tests' section.

Grade	Test Name	Options
3	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)
3	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)

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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)

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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)

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Student Copy **Form 3-Fall**

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.

Then one morning he goes out into his garden and sees his first



Assessor Copy **Form 3-Fall**

Student Name: _____ Date: _____

1. 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."
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say **"Stop."**

Craig is happy because it is spring, and the sun is shining. He has decided	15
that this year he wants to start a small garden. He would like to plant beans,	31
carrots, lettuce and watermelon. He wants to plant those seeds because those	43
are his favorite foods. Craig also wants to plant flowers. His mom likes the	57
way roses smell. He likes iris and daisies. Craig's dad said that he could use	72
some land in the backyard, but that he should get started soon. Craig decides	86
to start right away. He prepares the soil by raking it and decides where he	101
wants to plant everything. He goes to the store to buy seeds. He is told that	117
it will take weeks for everything to grow. He knows it will be worth it,	132
especially since he really likes the kind of plants he bought. Craig spends	145
three days straight in his garden. He has everything planted and now just has	159
to wait. Finally, the seeds begin to sprout. The daisies have buds, but still no	174

easyCBM Passager 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

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The screenshot displays the 'Progress Monitoring' section of the easyCBM software. At the top, there are two tabs: 'Benchmarks' and 'Progress Monitoring'. Below the tabs are three large, colorful buttons for entering scores: 'Enter Fall Scores' (orange leaf icon), 'Enter Winter Scores' (blue snowflake icon), and 'Enter Spring Scores' (green flower icon). A black arrow points to the 'Enter Spring Scores' button. Below these buttons is a table of 'Combined Booklets' and 'Answer Keys'.

Combined Booklets	Reading	Proficient Math	Basic Math
Fall, K - 8th Grade	Student Copies Assessor Copies	Student Copies	Student-Copies
Winter, K - 8th Grade	Student Copies Assessor Copies	Student Copies	Student-Copies
Spring, K - 8th Grade	Student Copies Assessor 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

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Total Score | Item-level Data

Taken Online =

Item-level Data =

Name	PRF	VOCAB	Basic Rdg	Prof Rdg	Prof Mth
<input type="text"/>	6_Fall <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Save Scores

To enter scores click in the box for PRF

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Total Score | Item-level Data

Taken Online =

Item-level Data =

Name	PRF	VOCAB	Basic Rdg	Prof Rdg	Prof Mth
<input type="text"/>	3_Spring <input type="text"/>	3_Spring	3_Spring	3_Spring	3_Spring

PRF 3_spring

Message Text **Total Words**

Total Words Read: # of Errors:

CWPM: *auto-calculated

60
Start

Cancel Save

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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) Word Reading Fluency Chart (sight words)		

ELA Resource Library/Student Literacy Profile (available on <https://www.nysmigrant.org/>)
 Consonant Blend activity example



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easyCBM Math Assessment

○ Proficient Math (Prof Mth)

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K 1 2 **3** 4 5 6 7 8

Fall Tests

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)

Winter Tests

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)

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Student Name: _____

Date: _____

1.

Which fraction is the finger pointing to on the number line?



- A. $\frac{3}{5}$
 B. $\frac{3}{0}$
 C. $\frac{3}{4}$

2.

Which fraction is shown on this number line?



- A. 1
 B. $\frac{1}{4}$
 C. $1\frac{1}{4}$

3.

What is another way to write the fraction $\frac{4}{4}$?



4.

Ariel was making green paint. She mixed 2 liters of blue paint with 6 liters of yellow paint.

How many liters did Ariel have after mixing all her paint?

Math test can be taken Spanish.

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Item-Level Data =

Name	PRF 3_Spring	VOCAB 3_Spring	Basic Rdg 3_Spring	Prof Rdg 3_Spring	Prof Mth 3_Spring
Maria	Enter Answers	Enter Answers	Enter Answers	Enter Answers	Enter Answers
Marquita Diego	Enter Answers				PM 3_spring

1.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	15.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	29.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
2.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	16.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	30.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
3.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	17.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	31.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
4.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	18.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	32.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
5.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	19.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	33.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
6.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	20.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	34.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
7.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	21.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	35.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
8.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	22.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	36.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>
9.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	23.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>	37.	<input type="text" value="A"/>	<input type="text" value="B"/>	<input type="text" value="C"/>

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Annual Administration of the NYS MEP Assessments ELA and Math (easyCBM) 2022-23 Guidance Students with Disabilities

Students with Disabilities For Level 2 and Level 3 MEP students identified as receiving special education services from the school district: Pre-test (Fall or Winter Benchmark):

- If the student is determined to be a Level 1 student in Grades 3-8, you are not required to administer any easyCBM ELA or Math pre-test.
- If the student is determined to be a Level 2 or Level 3 student in Grades 3-8, you are required to administer the easyCBM ELA or Math pre-test. Please note that this student is entitled to all testing accommodations in accordance with his or her Individualized Education Plan (IEP) or 504 Plan.

Pre-test reminder for all Level 2 and Level 3 Grades K-8 students. If you have one or more alternative data points (e.g., recent report card results in ELA or Math) and know which focus area— ELA or Math – is targeted for instruction, you can administer the pre-test in that one focus area only.

Post-test (Spring Benchmark):

- Assess any student who took a pre-test (Fall or Winter) in ELA or Math, and has received ANY instruction in that focus area
- Only assess in that one focus area where the student has received instruction.

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Annual Administration of the NYS MEP Assessments ELA and Math (easyCBM) 2022-23
English Learners

For Level 2 and Level 3 MEP students identified as English Learners(ELs), please refer to the last available data point, in order of importance, from the (1) New York State English as a Second Language Achievement Test (NYSESLAT), the (2) New York State Identification Test for English Language Learners (NYSITELL), or (3) equivalent assessment(s)

NYSESLAT, NYSITELL, or equivalent assessment levels	Pre-test (Fall or Winter Benchmark)	Post-test (Spring Benchmark)
Entering/Beginning	<p>You are encouraged, but not required, to administer the easyCBM ELA or Math pre-test (Fall or Winter Benchmark) for those Level 2 and Level 3 MEP students identified as “Entering/ Beginning,” Emergent/ Low-Intermediate,” or “Transitioning/ Intermediate.”</p> <ul style="list-style-type: none"> • If the pre-test is NOT administered, please enter a “zero” (0) in the easyCBM database as the student’s score on the ELA and/or Math Assessment(s) for the Fall or Winter Benchmark. 	<ul style="list-style-type: none"> • You are required to administer the easyCBM ELA or MATH post-test (Spring Benchmark) if the Level 2 or Level 3 student received any MEP instruction, in ELA or Math, regardless of whether the pre-test was administered or not. • Only assess the student in the one focus area – ELA or Math – where instruction has been provided.
Emergent/Low-Intermediate		
Transitioning/Intermediate		

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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.*
- Math Assessment for students in grades 3-8 is Proficient Math (Prof Mth). *Proficient Math test scores need to be entered if test is given in-person. Scores will be automatically saved in easyCBM if the test is given virtually.*
- 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 (01/02/23-02/24/23) 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 \(nysmigrant.org\)](#))

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