easyCBM 2022/2023

VIRTUAL ASSESSMENT GUIDE

easyCBM 2022/23

www.https://mep-ny.easycbm.com

Testing Windows for easyCBM 2022/2023

Fall benchmark 08/08/22-10/14/22

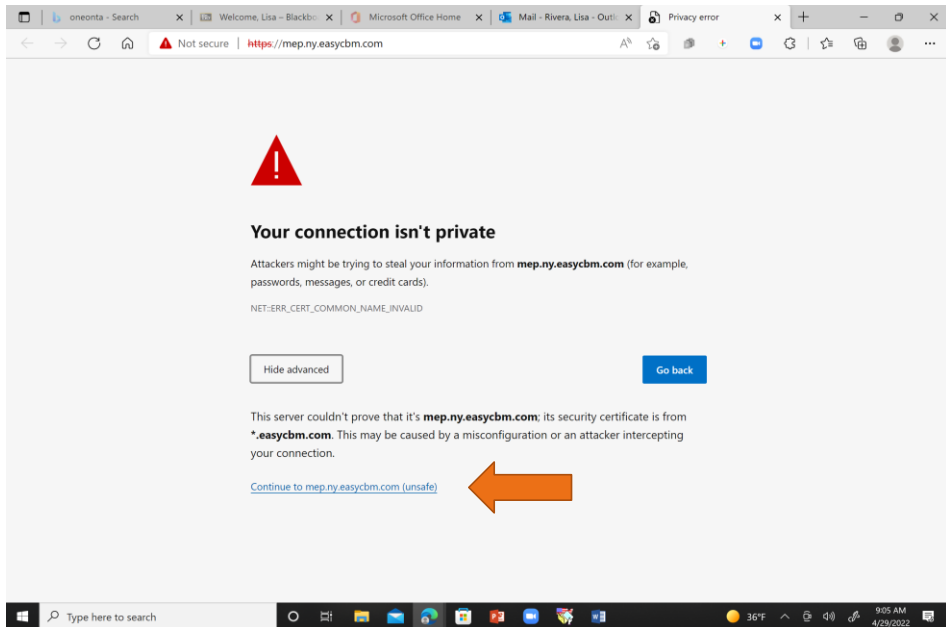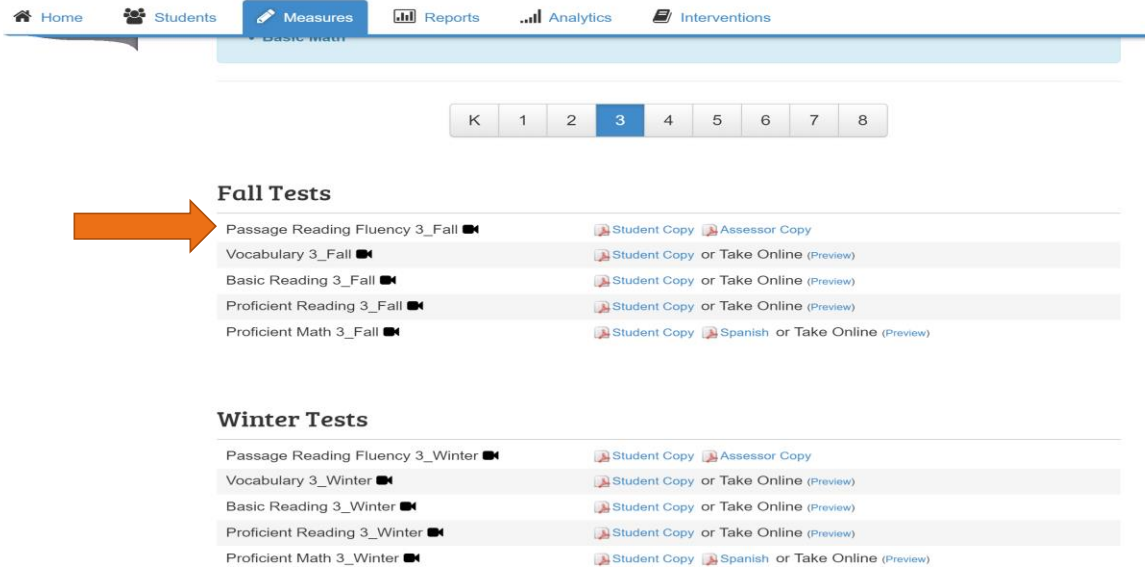Winter benchmark 01/02/23-02/24/23

Spring benchmark 04/17/23-06/16/23

NEW

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

We are only using the Passage Reading Fluency(PRF) for ELA this year

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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)

Accuracy: Check for words that students cannot yet decode
We teach phonics so students can have <u>automatic</u> grapheme/phoneme identification; students can have multiple experiences with words/word parts so that they can <u>automatically</u> 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)

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

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 <u>Craig</u>. 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.**"

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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
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to start right away. He prepares the soil by raking it and decides where he	101
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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
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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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Let's Practice

In breakout rooms, each facilitator will screenshare the assessor copy again.

Facilitator chooses one participant to be the student reader and make mistakes and one participant to score/keep time while using the annotate function.

Facilitator explains to the scorer how to annotate. View options>annotate>draw.
If time, repeat this cycle.

Pretend you are the scorer and mark errors on your hard copy as we go through the role play.

Debrief in whole group about experience

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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 40th percentile? ☐If YES, suggestion is to continue with diagnostics in Phonics, Word Reading, and Fluency ☐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)

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How do I enter Passage Reading Fluency (PRF) scores

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This is an example of a question on the Proficient Math assessment. Please note on the top you can choose English or Spanish. The computer will read the question to you (in English or Spanish) or you can choose to read the questions for Proficient Math only to the student.

The student can tell you the answer. The tutor will need to click the circle that the student choses. Tutor can check with student to ask " is that your final answer?" and asks student to repeat final answer.
When taking this exam on-line you can exit out and start again where you left off. This exam scores itself as you go along and you will NOT need to enter the score.

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 **Emergent/Low-Intermediate** **Transitioning/Intermediate**	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." • *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.	• *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.

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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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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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