IX.G.

CONNECTICUT STATE BOARD OF EDUCATION

Hartford

TO BE PROPOSED:
February 6, 2019

RESOLVED, That the State Board of Education adopts the *easyCBM*® reading assessment.

Approved by a vote of _____, this sixth day of February, Two Thousand Nineteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
ACADEMIC STANDARDS AND ASSESSMENT COMMITTEE
HARTFORD

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: February 6, 2019

SUBJECT: Approval of Menu of Research-based Grade K-3 Universal Screening
                 Reading Assessment

Executive Summary

Introduction

This Executive Summary provides the history/background of the approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments (Menu), explains the open review period process, and provides justification pertaining to the recommendation to add the *easyCBM®* as an additional choice to the Menu.

History/Background

Per P.A. 12-116, now Section 10-14t (a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education (CSDE) is required to develop or approve a reading assessment(s) for use by school districts. Such assessment(s) shall:

- Measure phonics, phonemic awareness, fluency, vocabulary, and comprehension;
- Provide opportunities for periodic formative assessment during the school year;
- Produce data that is useful for informing individual and classroom instruction;
- Be compatible with current best practices in reading instruction and research; and
- Shall assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.

The assessment(s) are to identify students who are below proficiency in reading and to be used for the purposes of screening and progress monitoring. Universal screening and progress monitoring, first endorsed in 2008 in the CSDE's published *Framework for Response to Intervention: Using Scientific Research-Based Intervention: Improving Education for All Students*, enables educators to monitor academic progress in reading, and identify those students who are experiencing difficulty learning to read and in need of an intervention (i.e., supplemental reading instruction). Universal screening measures are the same for (i.e., common to) all students within a district (i.e., universally) and are administered to all of those students on a routine basis (e.g., fall, winter, and spring). Progress monitoring tools are relatively quick assessments that are administered frequently (e.g., biweekly, monthly) to measure students' progress during an intervention period. Progress monitoring tools are sensitive indicators of student growth and help educators decide whether an intervention is working.

In June 2014, the Board approved the Menu for use by Connecticut Local Education Agencies (LEAs) beginning July 1, 2014 (Attachment A). Additionally, the Board approved an "open review period" (Attachment B) in order for the CSDE to consider additional research-based assessments to recommend as alternative assessments to be added to the Menu. The purpose of this proactive process is to help the CSDE guide LEAs as research and assessment practices evolve over time and to add alternative assessments to the Menu. The first review process occurred in March, 2016.

Open Review Period Process

As explicated in the open review period guidance documents provided to LEAs (Attachment B), General Outcome Measures (GOMs) are most appropriate for use as universal screening and progress monitoring tools in Grades K–3 for students at risk of SLD/Dyslexia or other reading-related learning disabilities. GOMs are brief reading assessments that are highly sensitive to early reading skills growth, track individual children's growth and development in critical reading skills over time, and allow educators to reliably determine the extent to which a student is making progress toward long-term goals. Therefore, computer adaptive assessments submitted during the 2017-18 Open Review Period for research-based reading assessments for Grades K-3 were not reviewed. Examples of Connecticut approved GOMs are AIMSweb Tests of Early Literacy and Reading, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Of the four assessments submitted for review by the CSDE during the 2017-18 open review period, the following two assessments were eligible for review:
   1) *easyCBM*®.
   2) *Fountas & Pinnell Benchmark Assessment System, 2nd Edition*.

However, the following two assessments were not eligible for review as they are not GOMs:
   1) *Lexia RAPID Assessment*™ (computer adaptive assessment).
   2) *Istation's Indicators of Progress (ISIP) Early Reading* (computer adaptive assessment).

After a rigorous review by Academic Office and Performance Office consultants, one assessment, the *easyCBM*® reading assessment, met the technical standards and efficiency standards as set forth in the open review period guidance documents (Attachments C, D, and E).

Recommendation:

The CSDE recommends the Board approves the *easyCBM*® reading assessment as an alternative assessment to be added to the approved Menu. This will provide LEAs an additional choice when selecting a GOM for universal screening and progress monitoring.

Follow-up Activities:

Following Board approval, the CSDE will immediately communicate with district superintendents and literacy leaders regarding the addition to the Menu and the "K-3 Reading Assessment Reporting Table" (Attachment F).

The CSDE will publish guidance for the *easyCBM*® reading assessment including "cut points" for reading performance considered "substantially deficient." Beginning with the 2019-20 school

year, these cut points will be used by priority districts that are mandated to report the number of students who are performing at the substantially deficient level and require summer school reading intervention in Summer 2020. Additionally, the CSDE will adjust the K-3 Reading Portal to accommodate priority district electronic reporting for the *easyCBM*® reading assessment.

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Prepared by: Joanne R. White
                         Education Consultant, Academic Office

Approved by: Melissa K. Wlodarczyk Hickey, Ed.D.
                         Reading/Literacy Director

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2018 Open Review Period for Universal Screening Reading Assessments
List of Attachments

Attachment A: Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments

Attachment B: Guidelines for Open Review Period for Universal Screening Reading Assessments: Grades K–3

Attachment C: Technical Standards and Efficiency Standards Rubric

Attachment D: Rubric Summary Sheet

Attachment E: 2018 Assessment Review Collective Summary

Attachment F: K-3 Reading Assessment Reporting Table

Attachment G: Letters of Support

In July 2014, the Connecticut State Department of Education identified research-based assessments that met standards for technical rigor and efficiency, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. For the school year commencing July 1, 2016, and each year thereafter, such assessments shall also assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. As a critical component of a comprehensive, standards-aligned reading instructional program, districts will select an assessment for use as a universal screening. The same approved assessment must be utilized across a school in Grades K-3 except where the assessment does not exist at a given grade level. Although the approved menu presents both general outcome measures and computer adaptive measures, district are not required to select both types of assessments for use as a universal screening. Furthermore, only assessments in *Section 1* are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities. For additional information, visit https://portal.ct.gov/SDE/Language-Arts/Literacy-English-Language-Arts and review the document entitled, "*Special Considerations for Dyslexia.*"

Universal Screening Reading Assessments

Revised June 2018

Section 1: General Outcome Measures			
Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
AIMSweb Tests of Early Literacy or Reading	Letter Naming Fluency	No	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • CCS in ELA: Foundational Skills - RF.K.1d
	Letter Sound Fluency	No	• Approved for universal screening use in Grade K and Grade 1 (fall/winter only) • Letter sound fluency is a reliable indicator of phonemic awareness • CCS in ELA: Foundational Skills - RF.K.3; RF.1.3
	Phoneme Segmentation Fluency	No	• Approved for universal screening use in Grades K – 1 • Phoneme segmentation fluency is a reliable indicator of phonological awareness • CCS in ELA: Foundational Skills - RF.K.2; RF. 1.2
	Nonsense Word Fluency	No	• Approved for universal screening use in Grades 1 – 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • Drilling nonsense word is not effective reading instruction.
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 – 3 • Oral reading fluency is a reliable indicator of word recognition and automaticity. • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	MAZE Fluency	No	• MAZE is a brief modified cloze passage with multiple choice word replacements • Approved for universal screening in Grades 2 – 3 • MAZE fluency is best used as a reliable indicator of sentence-level reading comprehension • CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

Section 1: General Outcome Measures - continued			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6th Ed.)	Letter Naming Fluency	Yes	• Approved for universal screening use in Grade K • Letter naming fluency is a reliable indicator of print concepts • CCS in ELA: Foundational Skills - RF.K.1d
	Phoneme Segmentation Fluency	Yes	• Approved for universal screening use in Grades K – 1 • Phoneme segmentation fluency is a reliable indicator of phonological awareness • CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	• Approved for universal screening use in Grades 1 – 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • *Drilling nonsense word is not effective reading instruction.*
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 – 3 • Oral reading fluency is an indicator of word recognition and automaticity • High levels of fluency are highly correlated with reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next	Phoneme Segmentation Fluency	Yes	• Approved for universal screening use in Grades K – 1 • Phoneme segmentation fluency is a reliable indicator of phonological awareness • CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	• Approved for universal screening use in Grades 1 – 2 • Nonsense word fluency is a reliable indicator of decoding and word recognition • CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 • *Drilling nonsense words is not effective reading instruction.*
	Oral Reading Fluency	Yes	• Approved for universal screening use in Grades 1 – 3 • Oral reading fluency is a reliable indicator of word recognition and automaticity • High levels of fluency are correlated with high levels of reading comprehension • CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	DAZE Fluency	No	• Approved for universal screening in Grades 2 – 3 • DAZE is a brief modified cloze passage with multiple-choice word replacements • DAZE fluency is best used as a reliable indicator of sentence-level reading comprehension • CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

Section 2: Computer Adaptive Assessments			
Only assessments in Section 1 are appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities.			
Assessment Instrument	**Measurement Area**	**Spanish Version**	**Notes**
NWEA Measures of Academic Progress (MAP)	Reading for Primary Grades (MPG)	No	• Approved for universal screening use in Grades K – 2 • System includes screeners, diagnostics and goal survey • Rasch units convert to a percentile rank • Computer adaptive
	Reading (MAP)	No	• Approved for universal screening use in Grades 3 – 12 • System includes screeners, diagnostics, and goal survey • Rasch units convert to a percentile rank • Computer adaptive
STAR	STAR Early Literacy	Yes	• Approved for universal screening use in Grades K – 3 • Once a student successfully reads 100 sight words, he/she will move on to STAR Reading • Rasch units convert to a percentile rank • Computer-based
	STAR Reading	Yes	• Approved for universal screening use in Grades K – 3 • System includes screening, diagnostics, and progress monitoring • Rasch units convert to percentile rank • Computer adaptive
i-Ready	i-Ready Diagnostic and i-Ready Growth Monitoring	No	• Approved for universal screening use in Grades K – 3 • System includes diagnostics (screening) and growth monitoring (progress monitoring) • i-Ready Diagnostic uses a vertical scale for comparing growth within and across years • i-Ready Growth Monitoring to be used jointly with i-Ready Diagnostic for progress monitoring • Percentile norms and scale score to normative percentile conversion • Computer adaptive

2018 Guidelines for Open Review Period for
Universal Screening Reading Assessments: Grades K–3

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Background
Pursuant to Section 10-14t(a) of the Connecticut General Statutes, the Connecticut State Department of Education (CSDE) has approved reading assessments for use by local and regional boards of education to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments*. Additionally, for the school year commencing July 1, 2016, and each year thereafter, such assessments have been approved for use by districts to "assist in identifying, in whole or in part, students at risk for Dyslexia or other reading-related learning disabilities." The intent of the legislation is for all districts to select and use an assessment from the approved menu. The July 2016 *Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments* can be accessed on the Connecticut State Department of Education's Academic Office Web site.

Open Review Period for Universal Screening Reading Assessments
An open review period has been established during early spring, so that the CSDE may consider additional assessments for the *Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments*. This proactive process will continue to assist the CSDE in guiding districts in the use of reading assessments as research and assessment practices evolve over time. During the open review period, districts may submit assessments to the CSDE for review. Based on recommendations of the CSDE, the State Board of Education may approve any new K–3 reading assessments. Upon approval, the new assessments will be included in the publication of the *Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments* for the school year commencing July 1, 2018.

General Outcome Measurement
The most appropriate assessments for use as screening tools in Grades K–3 for students at risk of Specific Learning Disability (SLD)/Dyslexia or other reading-related learning disabilities are General Outcome Measures (GOMs) because they are highly sensitive to early reading skills growth, track individual children's growth and development in critical reading skills over time, and allow educators to reliably determine if a student is making progress toward long-term goals. Examples of Connecticut approved GOMs are AIMSweb Tests of Early Literacy and Reading, Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Only GOMs may be submitted for consideration as a universal screening reading assessment.

Guidelines for Submitting Assessment Recommendations for Review by the CSDE
1. With the Superintendent's approval, districts may submit an assessment proposal for review by the CSDE.
2. Only GOMs will be accepted for review.
3. Proposals from assessment developers, vendors, or individuals otherwise representing or affiliated with an assessment publisher will not be accepted.

4. Districts shall use the following assessment guidelines for selecting and reviewing screening and progress monitoring measures. Assessments must:
   a. have a high degree of technical adequacy and be constructed to be administered three times per year (fall, winter, spring);
   b. provide norm-referenced scores and/or benchmarks, and when available, norm-referenced scores and/or benchmarks for students who speak Spanish;
   c. be proven to accurately and effectively measure students' reading skills in the areas of 1) phonemic awareness; 2) decoding/phonics; 3) reading fluency; 4) vocabulary, and 5) reading comprehension (assessments may address one or multiple skill areas);
   d. be constructed to monitor the development of early reading skills to support a comprehensive evaluation of these component skills;
   e. meet standards for technical rigor as indicated below in Table 1; and
   f. meet efficiency standards as indicated below in Table 2.
5. All documents must be submitted electronically at the e-mail address provided below by 4 p.m., Monday, May 7, 2018. With the exception of the signature page and supporting documents (e.g., annotated pages of a publisher's technical manual in PDF format submitted along with information required in assessment proposal template), assessment proposals must be received in a MS Word document (not PDF or Excel). The completed signature page may be submitted as a PDF along with the assessment proposal package.
6. Please ensure a timely submission. Extensions will not be granted.
7. The delivery e-mail address is joanne.white@ct.gov.

Table 1

TECHNICAL STANDARDS	
Reliability in Scoring:	
Standard	Description
Evidence of test reliability and internal consistency reliability	Results of reliability studies are reported for each grade assessment. Evidence includes: • studies that are appropriate given the purpose of the measure; and • for each grade-level, studies that provide evidence of: o split-half reliability, coefficient alpha, test-retest reliability, and classification consistency.
	Standard error of measurement (SEM) or standard estimate of error is reported. Evidence includes: • SEM estimates reported for score ranges and cut-scores; and • SEM estimates reported for score ranges and cut-scores for each assessment (grade-level, form, subtest).
	Inter-rater reliability studies have been conducted. The group of raters used to establish inter-rater reliability is representative of test administrators. Evidence includes: • inter-rater reliability studies conducted for each grade level and are based on a representative sample of educators who will administer and score the assessment; and • inter-rater reliability coefficients that exceed .7.
	Studies have been conducted to establish reliability with all subcategories of students who will take the assessment. Evidence includes: • reliability established from scoring samples of students, i.e., non-English learners with and without reading deficiencies and English learners (ELs) with and without reading deficiencies (gender, English learner status, special needs status, socioeconomic status, and race).

Alternative forms available for multiple assessments with demonstrated equivalence or comparability	If alternative forms are provided, all forms have demonstrated evidence of equivalence or comparability. Technical reviews indicate all forms for each grade level have demonstrated evidence of comparability and content specifications. Evidence includes: • sufficient forms are provided to allow for progress monitoring between interim assessments; and • split-half reliability and coefficient alpha reliability.

Content and Construct Validity:

Standard	Description
Evidence of content and construct validity	Evidence reported to demonstrate the assessment helps correctly identify students with "significant reading deficiencies" so that successful remediation and intervention can be provided. Studies have been conducted with similar assessments to show that the assessment measures reading ability, not other irrelevant criteria. Evidence includes the provision of: • a clear description that demonstrates the purpose of the assessment is to screen students for reading concerns; and • content specifications for each grade-level, including a complete description of the test content, purpose(s), and intended use(s), and assessment blueprint as appropriate.
	There are studies of construct validity, such as convergent and discriminant analysis, demonstrating significant indicators of relationship (i.e. correlations of .7 or above).
Evidence of criterion/predictive validity accurately identifying students with *"significant reading deficiency"*	Evidence reported to demonstrate that the assessment has established criterion and/or predictive validity to correctly identify students with and without a "significant reading deficiency." Evidence includes: • a clear definition of the criterion or measure that was used to establish concurrent validity; and • studies with similar assessments that demonstrate the assessment measures reading ability, not other irrelevant criteria; and • predictive validity correlations above .7.

Determination of cut-scores based upon well-designed pilot study and standard-setting process	The assessment has established cut-scores for decision making about students' "*significant reading deficiency*" using adequate demographics (e.g., ELs, free and reduced-price meals), appropriate criterion assessment, adequate sample size, and appropriate statistics. Evidence indicates: • a description of the process used to establish the cut points; • a full description of the norming sample; and • the norming sample is a large representative national sample of students at the same grade level and is representative of the testing population according to gender, EL status, special needs status, socioeconomic status, and race.
	Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment, demonstrating values that exceed .8 or higher.
	Acceptable, recognized procedures are followed for setting cut-scores.
	There is guidance for cut-score interpretation.

Table 2

EFFICIENCY STANDARDS	
Administration and Scoring:	
Standard	Description
Standardization of materials and procedures for administration	Administration protocol is scripted and provides precise guidelines; administration windows are clearly identified; materials are provided, or clear guidelines are provided if materials are to be created; includes both electronic and hard copy administration manual that are clear and concise.
Efficiency of administration	The amount of time needed to administer the assessment is reasonable and balanced to the information provided.
Efficiency of scoring	The amount of time needed to score the assessment is reasonable and balanced to the information provided; computer-assisted scoring is available; procedures for calculating scores are clear; scores can be stored and reported electronically.
Accommodations clearly stated and described for ELs	The accommodations directly address the linguistic needs of the student. Evidence includes: • approved accommodations that do not compromise the interpretation or purpose of the test; • specific administration guidelines provided for implementing any accommodations; • how to address accommodations, and is specifically addressed in the training; and • suggested accommodations that are research or evidence-based.
Accommodations clearly stated and described for students with disabilities and students with special needs.	The differing needs of students with disabilities are specifically addressed. Evidence includes: • approved accommodations that do not compromise the interpretation or purpose of the test; • the provision of specific administration guidelines for implementing any accommodations; • information about how to address accommodations specifically addressed in the training materials or program; and • suggested accommodations that are research or evidence-based.

Assessment Proposal Template

District Name:
Primary Contact Name and Title:
Primary Contact Phone & Email:
Proposed Assessment / Publisher:

Provide detailed evidence within the tables below for each of the required standards. Expand tables as necessary. Attach any annotated supporting documents as substantiation of required information.

TECHNICAL STANDARDS	
VALIDITY, RELIABILITY AND CONSISTENCY IN SCORING:	
Evidence of test reliability and internal consistency reliability	
Alternative forms available for multiple assessments with demonstrated equivalence or comparability	
CONTENT AND CONSTRUCT VALIDITY:	
Evidence of content and construct validity	
Evidence of criterion/predictive validity accurately identifying students with *"significant reading deficiency"*	
Determination of cut-scores based upon well-designed pilot study and standards-setting process	

EFFICIENCY STANDARDS	
ADMINISTRATION AND SCORING	
Standardization of materials and procedures for administration	
Efficiency of administration	
Efficiency of scoring	
Accommodations clearly stated and described for ELs	
Accommodations clearly stated and described for students with disabilities and students with special needs	

Provide any additional information/justification for assessment proposal.
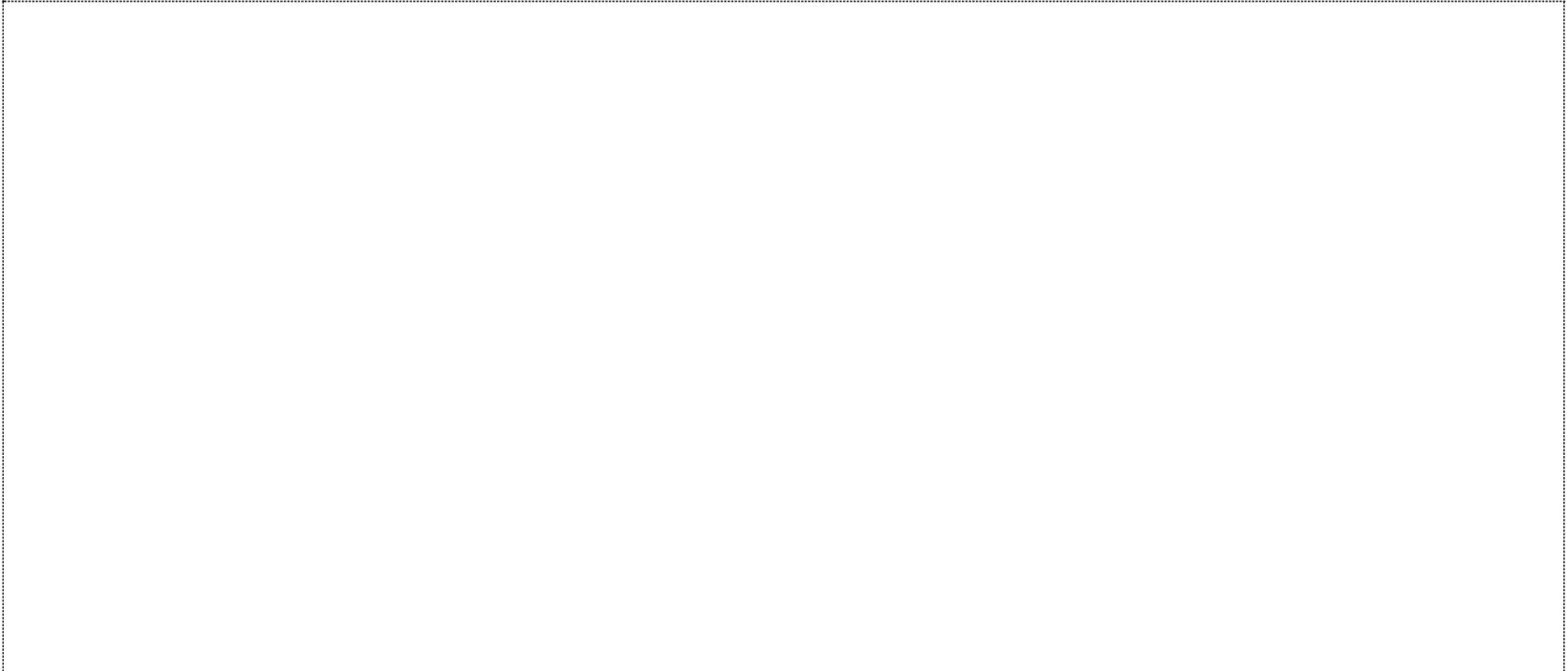
2018 Open Review Period
for Universal Screening Reading Assessments, Grades K-3

Signature Page

I, the undersigned authorized official, hereby submit an assessment proposal for review by the Connecticut State Department of Education.

Signature of Superintendent: _____

Name of Superintendent:
(typed)   _____

Date: _____

RUBRIC SUMMARY SHEET

Technical Standards and Efficiency Standards Rubric

District Name: _____

Proposed Assessment / Publisher: _____

Technical Standards			
Standard	Description	Rating	Notes
Reliability in Scoring:			
Evidence of test reliability and internal consistency reliability	Results of reliability studies are reported for each grade assessment. Evidence includes: • studies are appropriate given the purpose of the measure; and • for each grade-level, studies provide evidence of: o split-half reliability, coefficient alpha, test-retest reliability; classification consistency	DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. Correlations demonstrate ranges of .7 or higher. (2)	

Technical Standards			
Standard	Description	Rating	Notes
Evidence of test reliability and internal consistency reliability (continued)	Standard error of measurement (SEM) or standard estimate of error is reported. **Evidence includes:** • SEM estimates reported for score ranges and cut-scores; and • SEM estimates are reported for score ranges and cut-scores for each assessment (grade-level, form, subtest).	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-Information and data provided suggests acceptable or strong evidence. (2)	
	Inter-rater reliability studies have been conducted. The group of raters used to establish inter-rater reliability is representative of test administrators. **Evidence includes:** • inter-rater reliability studies have been conducted for each grade level and are based on a representative sample of educators who will administer and score the assessment; and • inter-rater reliability coefficients that exceed .7.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
	Studies have been conducted to establish reliability with all subcategories of students who will take the assessment. **Evidence Includes:**	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was	

Technical Standards			
Standard	Description	Rating	Notes
Evidence of test reliability and internal consistency reliability (continued)	o reliability established from scoring samples of students, i.e., non-English learners (ELs) with and without reading deficiencies and ELs with and without reading deficiencies (gender, English learner status, special needs status, socioeconomic status, and race).	provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
Alternative forms available for multiple assessments with demonstrated equivalence or comparability	If alternative forms are provided, all forms have demonstrated evidence of equivalence or comparability. Technical reviews indicate all forms for each grade level have demonstrated evidence of comparability and content specifications. Evidence includes: • sufficient forms are provided to allow for progress monitoring between interim assessments; and • split-half reliability and coefficient alpha reliability.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence correlations demonstrate ranges of .7 or higher. (2)	
Content and Construct Validity:			
Evidence of content and construct validity	Evidence reported to demonstrate the assessment helps correctly identify students with *"significant reading deficiencies"* so that successful remediation and intervention can be provided. Studies have been conducted	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data	

Technical Standards			
Standard	Description	Rating	Notes
Evidence of content and construct validity (continued)	with similar assessments to show that the assessment measures reading ability, not other irrelevant criteria. **Evidence includes the provision of:** • a clear description is provided that demonstrates the purpose of the assessment is to screen students for reading concerns; and • content specifications for each grade-level, including a complete description of the test content, purpose(s), and intended use(s), and assessment blueprint as appropriate.	provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
	There are studies of construct validity, such as convergent and discriminant analysis, demonstrating significant indicators of relationship (i.e., correlations of .7 or above).	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	

Technical Standards			
Standard	Description	Rating	Notes
Evidence of criterion/predictive validity accurately identifying students with *"significant reading deficiency"*	Evidence reported to demonstrate that the assessment has established criterion and/or predictive validity to correctly identify students with and without a *"significant reading deficiency."* **Evidence includes:** • a clear definition of the criterion or measure that were used to establish concurrent validity; and • studies with similar assessments that demonstrate the assessment measures reading ability, not other irrelevant criteria; and • predictive validity correlations above .7.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
Determination of cut-scores based upon well-designed pilot study and standard-setting process	The assessment has established cut-scores for decision making about students' *"significant reading deficiency"* using adequate demographics (e.g., ELs, free and reduced-price meals), appropriate criterion assessment, adequate sample size, and appropriate statistics. **Evidence indicates**: • a description of the process used to establish the cut points; • a full description of the norming sample; and	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	

Technical Standards			
Standard	Description	Rating	Notes
Determination of cut-scores based upon well-designed pilot study and standard-setting process (continued)	• the norming sample is a large representative national sample of students at the same grade level and is representative of the testing population according to gender, EL status, special needs status, socioeconomic status, and race.		
	Studies of classification accuracy analysis provide evidence that the measure appropriately identifies students as indicated in the description of purpose of the assessment, demonstrating values that exceed .8 or higher.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
	Acceptable, recognized procedures are followed for setting cut-scores.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data	

Technical Standards			
Standard	Description	Rating	Notes
Determination of cut-scores based upon well-designed pilot study and standard-setting process (continued)		provided suggests acceptable or strong evidence. (2)	
	There is guidance for cut-score for score interpretation.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) **MEETS OR EXCEEDS**-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	

Efficiency Standards			
Standard	Description	Rating	Notes
Administration and Scoring			
Standardization of materials and procedures for administration	Administration protocol is scripted and provides precise guidelines; administration windows are clearly identified; materials are provided, or clear guidelines are provided if materials are to be created; includes both electronic and hard copy administration manual that is clear and concise.	**DOES NOT MEET**-evidence was not provided for this criteria or information does not demonstrate evidence. (0) **PARTIALLY MEETS**-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1)	

Efficiency Standards			
Standard	Description	Rating	Notes
Standardization of materials and procedures for administration (continued)		MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
Efficiency of administration	The amount of time needed to administer the assessment is reasonable and balanced to the information provided.	DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
Efficiency of scoring	The amount of time needed to score the assessment is reasonable and balanced to the information provided; computer-assisted scoring is available; procedures for calculating scores are clear; scores can be stored and reported electronically.	DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	

Efficiency Standards			
Standard	Description	Rating	Notes
Accommodations clearly stated and described for Second Language Learners	The accommodations directly address the linguistic needs of the student. Evidence includes: • approved accommodation that do not compromise the interpretation or purpose of the test; • specific administration guidelines provided for implementing any accommodations; • how to address accommodations, and is specifically addressed in the training; and • suggested accommodations are research or evidence-based.	DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	
Accommodations clearly stated and described for students with disabilities and students with special needs (504, etc.)	The differing needs of students with disabilities are specifically addressed. Evidence includes: • approved accommodations that do not compromise the interpretation or purpose of the test; • the provision of specific administration guidelines for implementing any accommodations; • information about how to address accommodations specifically addressed in the training materials or program; and • suggested accommodations are research or evidence-based.	DOES NOT MEET-evidence was not provided for this criteria or information does not demonstrate evidence. (0) PARTIALLY MEETS-partial evidence was provided related to the criterion and/or data provided demonstrates weak evidence. (1) MEETS OR EXCEEDS-most information for the criterion is provided. Information and data provided suggests acceptable or strong evidence. (2)	

RUBRIC SUMMARY SHEET

Assessment: _____

Reviewers: _____

RATINGS:

Technical and Efficiency Standards	Score / Possible Points
Reliability in Scoring	___ / 8
Content and Construct Validity	___ / 14
Administration and Scoring	___ / 10
Total Points	**___ / 32**

GENERAL COMMENTS:

Strengths:

Weaknesses:

Recommendation:

2018 ASSESSMENT REVIEW COLLECTIVE RUBRIC SUMMARY

Assessment	Fountas & Pinnell Benchmark Assessment System, 2nd Ed.	easyCBM®
Strengths:	• The publisher provides guidelines to ensure consistency in administration, scoring, and analysis of results. • For kindergarten and first grade, studies of construct validity showed strong evidence (correlation of .94), demonstrating significant indicators of relationship between BAS scores and the scores from other instruments that measure similar variables.	• Norms for the easyCBM® assessment system were computed using scores from all students who took each measure for every grade and benchmark season. In 2013-14, new norms were developed to more accurately represent reading performance by region, and student demographic. Cross-validation studies were conducted to identify optimal cut scores when using easyCBM® reading tests. • Classification accuracy was addressed by Rasch modeling to ensure test forms had adequate range to sufficiently classify students into risk categories. • Guidelines are provided to ensure consistency in administration, scoring, and analysis of results. • Studies that contributed to the development of easyCBM® used a large (1,200-1,500) student population that included students with special needs. • The standard error of measurement technical standard was addressed by comparing score values from 2006-2017 from five percentile ranks. The average gains in performance for each grade level from 2006 to 2017 were within the expected range of performance. Additionally, a study conducted in two large schools that reported adequate demographics (i.e., English learners, students eligible for free and reduced-price meals) revealed consistency of optimal cut scores across the study groups. Observed differences in identified optimal cut scores between the two groups were non-significant (95% confidence Intervals).

Assessment	Fountas & Pinnell Benchmark Assessment System, 2nd Ed.	easyCBM®
Concerns:	• Although benchmark criteria (i.e., book levels aligned to grade level clusters) were provided to approximate students' reading levels, the benchmarks serve as general guidelines to be adjusted based on school or district requirements and professional judgement. • According to the information provided in the research field study report, studies of classification accuracy were not conducted. The extent to which the tool is able to accurately classify students into "at risk" and "not at risk" categories is uncertain. • For second and third grades, studies of construct validity showed correlations ranging from .42 to .69, which is below the required .7 for this technical element. • The research field study report did not provide evidence of criterion/predictive validity to correctly identify students with and without a "significant reading deficiency."	• The test-retest correlations for phoneme segmentation fluency ranged from .45 to .47 in one study and in another, .32 to .81 with a median of .57 indicating a moderate correlation. However, phoneme segmentation is a skill that changes rapidly, and could change marginally between testing occasions.
Recommendation:	The CSDE does not recommend BAS for approval. Districts may find value in using BAS to determine students' instructional and independent reading levels, and as a tool for selecting books for small-group reading instruction.	The Connecticut State Department of Education (CSDE) recommends easyCBM® for approval.

For Priority School Districts Only:

K-3 Reading Universal Screening Reportable Measures At-a-Glance July 2016

Kindergarten	First Grade
Curriculum Based Measures: *Winter & Spring Reporting Only* Phoneme Segmentation Fluency	**Curriculum Based Measures:** *Fall Reporting:* Phoneme Segmentation Fluency *Winter & Spring Reporting:* Oral Reading Fluency
Computer Adaptive Subtests of Reading with a Composite Score: *Winter and Spring Reporting:* Composite Reading Score	**Computer Adaptive Subtests of Reading with a Composite Score:** *Fall, Winter and Spring Reporting:* Composite Reading Score
Second Grade	**Third Grade**
Curriculum Based Measures: *Fall, Winter and Spring Reporting:* Oral Reading Fluency	**Curriculum Based Measures:** *Fall, Winter and Spring Reporting:* Oral Reading Fluency
Computer Adaptive Reading Assessment with Composite Score: *Fall, Winter and Spring Reporting:* Composite Reading Score	**Computer Adaptive Reading Assessment with Composite Score:** *Fall, Winter and Spring Reporting:* Composite Reading Score

UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

October 18, 2018

Office of Board Matters
Connecticut State Department of Education
450 Columbus Boulevard - Suite 606
Hartford, CT 06103

Re: Support for *easyC*BM

Dear State Board of Education:

I am writing to express my support for the addition of *easy*CBM to the menu of research-based universal screening reading assessments for grades K-3. The assessments in *easyCBM* are curriculum-based general outcome measures, and possess the technical adequacy required for screening assessments within an early reading instructional system. These types of assessment are critical for teachers in Connecticut, as they allow them to identify students in need of additional reading support, as well as reliably monitor student progress toward critical benchmarks over time. Additionally, the assessment system for *easy*CBM can produce comprehensive reports to be used for student, classroom, school, and district level instructional planning. As an early literacy researcher and teacher of pre-service and in-service teachers, I frequently recommend *easy*CBM as an effective and technically strong research-based universal screening assessment.

Please do not hesitate to reach out to me if you have any further questions regarding my support of including easyCBM on the menu of research-based universal screening reading assessments for grades K-3.

Sincerely,

Ashley C. Oldham, Ph.D.
Assistant Professor of Special Education
Department of Education and Special Education
Program Director of Special Education
School of Arts, Sciences, Business, and Education
University of Saint Joseph

November 2, 2018

Office of Board Matters
Connecticut State Department of Education
450 Columbus Boulevard, Suite 606
Hartford CT 06103

Re: Support for easyCBM

Dear State Board of Education,

I am sending this letter to provide my strong support for the addition of easyCBM to the array of research-based assessment options for universal screening and progress-monitoring of K-to-3 Connecticut schoolchildren. EasyCBM is a highly reliable, valid measure that has many advantages for educators who are trying to detect at-risk learners early, so that intervention can be provided promptly. Besides its technical adequacy, easyCBM is very efficient and easy to administer; therefore, it does not consume inordinate amounts of instructional time. It is very sensitive to the types of reading difficulties that are most common in kindergarten through Grade 3 – difficulties based in phonological weaknesses, poor decoding, and poor reading fluency. It has multiple equivalent forms, so it can be used throughout a school year. Also, it is sensitive to incremental progress, so that it can be used not only to monitor the progress of typically achieving children, but also to monitor the progress of at-risk children receiving intervention. These features make it uniquely well suited to universal screening and progress-monitoring, which is why scientific investigators of reading frequently use easyCBM or other, similar CBMs in their studies. As someone who worked in teacher preparation for forty years and who still continues to provide professional development to educators throughout the country, easyCBM is the type of measure I consistently recommend to school districts for universal screening and progress monitoring.

If there is any other way I can be helpful with regard to choices of assessments, please do not hesitate to contact me at 860-519-9801 or SPEARSWERLL1@southernct.edu.

Best regards,

Louise Spear-Swerling

Louise Spear-Swerling, Ph.D.
Professor Emerita
Department of Special Education & Reading

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Literacy How, Inc.
100 Broadway
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203 239 7323 / 203 239 7321 fax
www.literacyhow.com

Margie B. Gillis, Ed.D.
President

October 19, 2018

Connecticut State Board of Education
450 Columbus Blvd.
Hartford, CT 06103

To Whom It May Concern:

I'm writing to express my support for the addition of easy CBM to the menu of approved universal screening assessments for reading in K-3rd grade. Easy CBM was developed by researchers at the University of Oregon to identify students at risk for learning to read. EasyCBM measures are highly sensitive to the developmental of foundational reading skills.

The measures that are included in easy CBM have been studied for many years and those results and accompanying data are included in the technical reports available through easycbm.com. These reports include detailed information about design considerations and the technical adequacy of each of the measures included in easy CBM.

On a personal note, I have recommended the use of easyCBM in several schools and districts in other states that didn't have a policy requiring the use of a universal screener. The teachers and administrators who used the assessment were grateful to have access to the tool and spoke about its effectiveness in identifying students at risk.

For these reasons, I recommend that the CT State Board of Education add easyCBM to the list of approved universal screening assessments.

Please let me know if you have any questions by emailing me or calling me at the contact information above.

Sincerely,

Margie B. Gillis, Ed.D.
President, Literacy How
Research Affiliate, Haskins Laboratories

October 19, 2018

Office of Board Matters
Connecticut State Department of
Education 450 Columbus Boulevard-Suite
606
Hartford, CT 06103

Dear State Board of Education:

I am writing to express my support for *easy*CBM to be included in the menu of research-based universal screening and progress monitoring reading assessments for grades K-3. The assessments in *easyCBM* are appropriate to be used as a universal screening and progress monitoring tool in a multi-tiered assessment and instructional model. The subtests are curriculum-based general outcome measures, and possess the technical adequacy required for screening and progress monitoring assessment for measuring early literacy skills. These types of assessment yield important, discreet information about how a student is progressing through the continuum of reading development. The assessment data gathered, allow leaders and teachers to identify students in need of additional reading support, as well as reliably monitor student progress toward critical benchmarks over time. Additionally, the assessment system for *easy*CBM can produce comprehensive reports to be used for student, classroom, school, and district level instructional decision-making and planning. As a professional development provider in schools throughout New England and beyond, I frequently recommend *easy*CBM as an effective and technically strong research-based universal screening assessment.

Sincerely,

Darci A. Burns

Darci A. Burns, Ph.D.
Executive Director, Hill for Literacy, Inc.

UCONN
UNIVERSITY OF CONNECTICUT

November 2, 2018
Office of Board Matters
Connecticut State Department of Education 450 Columbus Boulevard-Suite 606
Hartford, CT 06103

Dear State Board of Education:

I am writing to express my support for *easy*CBM to be included in the menu of research-based universal screening and progress monitoring reading assessments for grades K-3. The assessments in *easyCBM* are appropriate to be used as a universal screening and progress monitoring tool in a multi-tiered assessment and instructional model. The subtests are curriculum-based general outcome measures, and possess the technical adequacy required for screening and progress monitoring assessment for measuring early literacy skills. These types of assessment yield important, discreet information about how a student is progressing through the continuum of reading development. The assessment data gathered, allow leaders and teachers to identify students in need of additional reading support, as well as reliably monitor student progress toward critical benchmarks over time. Additionally, the assessment system for *easy*CBM can produce comprehensive reports to be used for student, classroom, school, and district level instructional decision-making and planning. As a literacy researcher and teacher of pre-service and in-service teachers, I frequently recommend *easy*CBM as an effective and technically strong research-based universal screening assessment.

Best,

Michael D. Coyne, Ph.D.

Professor
Co-Director, Center for Behavioral Education & Research
Program Coordinator, Special Education
Department of Educational Psychology
Neag School of Education
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