



Universal Screening & Progress Monitoring Tool

August 26, 2025

## **Research-based & Normed**

University of Oregon, College of Education (BRT)  
Norm-referenced K–8 (2025)

## **Efficient & Standardized**

Curriculum-based measurement  
Brief baseline measures  
Administration fall, winter, spring

## **For Intervention & Growth**

Progress monitoring for at-risk students  
Available year-round  
Tracks effectiveness of interventions

# Testing Cycle

## Screening Windows

Three times per year

Set by CT DOE

### Dates are:

September 8, 2025 – October 17, 2025, for the Beginning of the Year

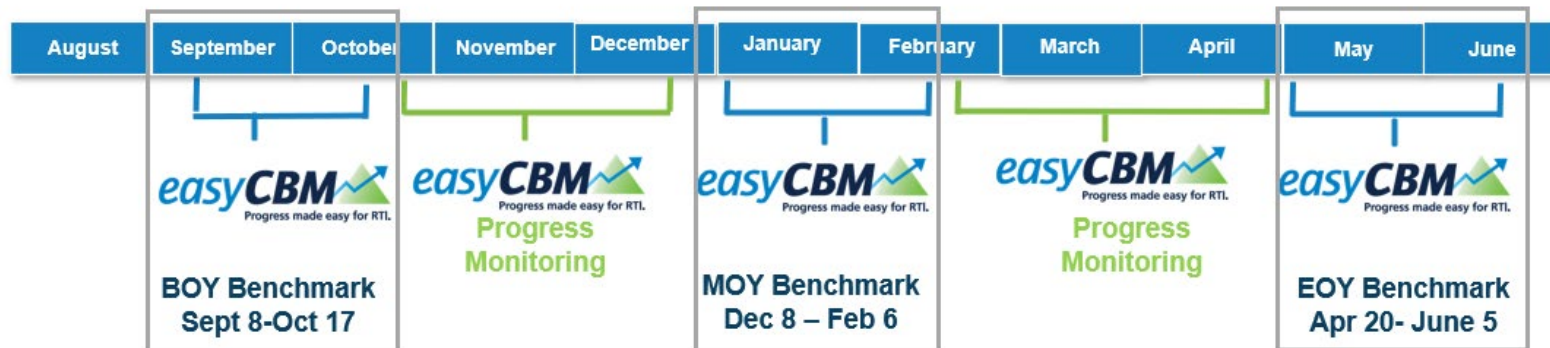
December 8, 2025 – Feb 6, 2026, for Middle of the Year

April 20, 2026 - June 5, 2026, for End of the Year

### Notes:

Keep within a 2-to-3-week window

First date of a window appears on reports



# Reading Benchmarks



## Kindergarten

BOY: Letter Names (LN), Letter Sounds (LS), Phoneme Segmenting (PS)

MOY & EOY: LS, PS, Word Reading Fluency (WRF)

## Grade 1

BOY: LS, PS, Word Reading Fluency (WRF)

MOY & EOY: LS, WRF, Passage Reading Fluency (PRF)

## Grades 2 & 3

BOY: Passage Reading Fluency (PRF), Vocabulary (VOCAB), Proficient Reading (PR)

MOY & EOY: PRF, VOCAB, PR

Measure	Mode of Administration	Administration Timeframe	K	1	2	3	4	5	6	7	8
Letter Names	Individually	1 minute	✓ BOY								
Letter Sounds	Individually	1 minute	✓	✓							
Phoneme Segmenting	Individually	1 minute	✓	✓ BOY							
Word Reading Fluency	Individually	1 minute	MOY & EOY ✓	✓							
Passage Reading Fluency	Individually	1 minute	MOY & EOY ✓	✓	✓	✓	✓	✓	✓	✓	✓
Proficient Reading	Group	30 minutes			✓	✓	✓	✓	✓	✓	✓
Vocabulary	Group	10-15 minutes			✓	✓	✓	✓	✓	✓	✓
Basic Reading	Group	20 minutes				✓	✓	✓	✓	✓	✓

# Rapid Auto Naming (RAN) Measure

## Definition

Quickly name aloud a series of familiar items  
Predictor of reading ability and disorders

## Availability

RAN available for Grades K and 1 benchmarks  
Uses digit naming for stronger prediction

## Notes

Not included in Composite Score  
Reports and administration on a separate tab

2 5 4 1 8 4 2 8 2 4

1 4 8 5 4 2 1 5 4 1

5 2 1 8 2 5 4 2 5 8

4 1 5 2 8 1 8 5 2 4

8 2 1 4 2 5 1 8 5 1

# Administering a Fluency Measure

**Measures on easyCBM**

Select the grade level difficulty of the measure you want to access. Test scores will be visible for measures that can be administered online. Have your students visit the test below and follow the on-screen instructions. For benchmark measures, your district admin must enable them before they'll show up for your students. For Progress Monitoring measures, make the decision test for each measure you want listed for your students. An easier way for the benchmark measures is provided below.

<https://demo08-riverside.easycbm.com/admin>

**Measures** | Reports | Analytics | Documents

**Test Measures** | **Progress Monitoring** | **Tests**

**Enter Fall Scores** | **Enter Winter Scores** | **Enter Spring Scores**

**Universal Screeners**

Test	Reading	Profound Math	Basic Math
Fall, 4 - 5th Grade	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>
Winter 4 - 5th Grade	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>
Spring 4 - 5th Grade	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>	<a href="#">Student Copies</a>

**Answer Keys:**

- [Fall Universal Screeners](#)
- [Winter Universal Screeners](#)
- [Spring Universal Screeners](#)
- [Answer Keying Sheets](#)

**Fall Tests**

Test	Student Copies	Answer Keys
Letter Sounds 1_Fall	<a href="#">Student Copies</a>	<a href="#">Answer Keys</a>
Phonics Beginning 1_Fall	<a href="#">Student Copies</a>	<a href="#">Answer Keys</a>
Word Reading Fluency 1_Fall	<a href="#">Student Copies</a>	<a href="#">Answer Keys</a>
Basic Math 1_Fall	<a href="#">Student Copies</a>	<a href="#">Answer or Take-Online process</a>
Profound Math 1_Fall	<a href="#">Student Copies</a>	<a href="#">Answer or Take-Online process</a>

- Measures tab
- Print Student Copy
- Enter Scores Link
- Move to Student Level Data

Total Score | [Form-level Data](#)

Taken Online =   
Form-level Data =

Name	LS 1_Fall	PS 1_Fall	WR 1_Fall
Jerry, Samantha	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Save Scores](#)

# Online Fluency Entry

Date students took measure:

☒ Show Stopwatches

Student	Data Entry	Save																																																																																																			
Coolley, Leilani	<div style="text-align: right; margin-bottom: 5px;">LNK_1</div> <div style="border: 1px solid #ccc; padding: 5px; display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <table style="width: 100%; text-align: center; font-family: monospace;"> <tr><td>o</td><td>X</td><td>A</td><td>s</td><td>O</td><td>B</td><td>E</td><td>a</td><td>T</td><td>x</td></tr> <tr><td>e</td><td>r</td><td>Z</td><td>S</td><td>L</td><td>t</td><td>R</td><td>N</td><td>p</td><td>C</td></tr> <tr><td>m</td><td>D</td><td>P</td><td>n</td><td>F</td><td>I</td><td>M</td><td>f</td><td>K</td><td>i</td></tr> <tr><td>k</td><td>c</td><td>G</td><td>v</td><td>z</td><td>W</td><td>U</td><td>h</td><td>Q</td><td>u</td></tr> <tr><td>w</td><td>y</td><td>l</td><td>V</td><td>d</td><td>J</td><td>b</td><td>j</td><td>q</td><td>A</td></tr> <tr><td>T</td><td>a</td><td>O</td><td>s</td><td>X</td><td>o</td><td>B</td><td>x</td><td>A</td><td>E</td></tr> <tr><td>Z</td><td>L</td><td>N</td><td>r</td><td>S</td><td>p</td><td>t</td><td>e</td><td>C</td><td>R</td></tr> <tr><td>K</td><td>M</td><td>F</td><td>P</td><td>m</td><td>i</td><td>f</td><td>I</td><td>n</td><td>D</td></tr> <tr><td>W</td><td>h</td><td>u</td><td>v</td><td>c</td><td>k</td><td>G</td><td>z</td><td>U</td><td>Q</td></tr> <tr><td>A</td><td>y</td><td>q</td><td>j</td><td>b</td><td>d</td><td>J</td><td>V</td><td>l</td><td>A</td></tr> </table> </div> <div style="width: 50%; padding-left: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <b>Mark</b>  <input checked="" type="radio"/>  Incorrect  <input type="radio"/>  Last Letter                         </div> <div style="text-align: center;">   <div style="font-size: 2em; font-weight: bold; margin: 5px;">60</div> <div style="background-color: green; color: white; padding: 2px 5px; border-radius: 3px;">Start</div> </div> <div style="text-align: center; margin-top: 10px;"> <div style="background-color: #ccc; padding: 5px 15px; border-radius: 3px;">Save</div> </div> </div> </div>	o	X	A	s	O	B	E	a	T	x	e	r	Z	S	L	t	R	N	p	C	m	D	P	n	F	I	M	f	K	i	k	c	G	v	z	W	U	h	Q	u	w	y	l	V	d	J	b	j	q	A	T	a	O	s	X	o	B	x	A	E	Z	L	N	r	S	p	t	e	C	R	K	M	F	P	m	i	f	I	n	D	W	h	u	v	c	k	G	z	U	Q	A	y	q	j	b	d	J	V	l	A
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# Correct -

  |



**Students**

[Click Here](#)

**Staff/Teacher Login**

Username:

Password:

[Forgot Password?](#)  
[Forgot Username?](#)

**easyCBM**  
Progress made easy for RTL.

**Thank you !!!**

You are done with the test! Please let your teacher know you are finished.

[Home page](#) - [teacher8's Class List](#)

Mail Yates  
Started: 7/25/2025 2:10 pm  
Completed: 7/25/2025 2:14 pm

Your Teacher:  ✓

Pick your Group:  ✓

Pick your Name:  ✓

Pick your Test:

Ivy Albert

A A **A**



# Administering RAN

Benchmarks

Progress Monitoring

RAN

Enter Fall Scores

Enter Winter Scores

Enter Spring Scores

### RAN: Rapid Automatic Naming (Kindergarten)

RAN Fall

Student Copy

Assessor Copy

RAN Winter

Student Copy

Assessor Copy

RAN Spring

Student Copy

Assessor Copy

### RAN: Rapid Automatic Naming (First Grade)

RAN Fall

Student Copy

Assessor Copy

RAN Winter

Student Copy

Assessor Copy

RAN Spring

Student Copy

Assessor Copy

### Measures on easyCBM - RAN Data Entry

Select the year, season, grade and group of the RAN scores you would like to enter. Then click the EDIT button for each student and enter their scoring.

Year

2025-2026

Season

Fall

Grade

First Grade

Building

Tuning Elementary School

Teacher

Melanie Barr

Group

All Students

Name	RAN Form A		RAN Form B		Edit
	Score	Time (in seconds)	Score	Time (in seconds)	
Aguiar, Martin					Edit
Ardon, Chad					Edit
Cobb, Shoshana					Edit

56

Resume

Or enter time here:

time in seconds

56

Reset

Save & Proceed to Form B

# Benchmark Risk Report

Students

Create Groups

Compare PRF

Compare VOCAB

Compare PROF RDG

Export CSV

	Student Name	PRF		VOCAB		PROF RDG		Risk	Suggested Progress Monitoring	PR Lexile
1	Cooley, Leilani	13th	80	11th	11	19th	8	Some	Every 2 weeks with PRF	505L
2	Dale, Quintessa	32nd	113	23rd	14	26th	9	Low	Monthly with VOCAB	560L
3	Hogan, Channing	32nd	113	18th	13	26th	9	Low	Monthly with VOCAB	560L
4	Strong, Brittany	95th	203	99th	20	99th	20	Low		1170L
5	Tyler, Cedric	7th	62	14th	12	46th	12	Some	Every 2 weeks with PRF	725L
6	Weiss, Neville	97th	212	99th	20	99th	20	Low		1170L
7	Young, Mohammad	94th	199	99th	20	99th	19	Low		1115L
Averages		140		16		14				

Sort the class list by any header column. It will provide quick identification or overall risk rating, as well as patterns of strengths and weaknesses.

# Add a Group

Students

Measures

Reports

Interventions

My Students

Teacher/Student Setup

Groups

Add Group

	Group Name
1	All Students
2	AM Fluency
3	Intensive (grade 4)
4	Numb and ops AM
5	Strategic (grade K)
6	Vocab
	<div><div>Group A</div><div>Cancel</div><div>Ok</div></div>

☐

Alston, Cruz

☐

Ashley, Malachi

☒

Atticus, Mason

☐

Avery, Marshall

☐

Bailey, Josiah

☐

Baldwin, Oren

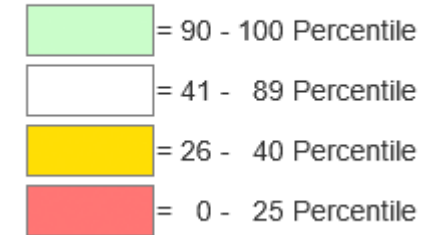
☐

Barnes, Liron

# What is Risk? *easyCBM* Progress made easy for RTI.

**High Risk/red:** up to the 25th percentile.  
**Some Risk/yellow:** 26th to 40th percentile.  
**Low Risk/white:** 41<sup>st</sup> to 89th percentile.  
**Very Low Risk/ green:** 90th to 99th percentile.

## Individual Measures



Student Name	LS		PS		WRF		Composite
	Score	Percentile	Score	Percentile	Score	Percentile	Score
Aguilar, Harlan	11	8	25	23	3	16	14
Alston, Cruz	11	8	6	5	4	19	7
Cobb, Shoshana	27	38	38	57	12	49	43
Goodman, Damon	54	98	67	99	41	84	95
Hamilton, Hermione	43	86	49	83	58	94	90
Manning, Bruce	32	57	28	29	19	65	44
Medford, Matt	4	0	0	0	4	10	5

Score	Description	Example & Meaning
Percentile	A numerical value from 1 to 99 that identifies the percentage of students in a group in the nation who scored <i>at or below</i> the student's score on the same assessment.	<p><u>Example:</u> A student's percentile rank of 65 means the student scored higher than 65% of the students in the group in which the student is being compared; 35% of the students who took the same assessment in the group scored higher.</p> <p><u>Meaning:</u> The percentile rank indicates the student's relative position, or rank, among a group of students in the same grade level tested at the same time of year based on a national sample.</p>
Score	The number of questions a student answers correctly on each measure	<p><u>Example:</u> A student earned a raw score of 23 on the Proficient Reading benchmark assessment.</p> <p><u>Meaning:</u> The student got 23 questions correct on the assessment. The meaning of raw scores can vary based on the number of questions on the assessment and the complexity of the questions.</p>
Lexile	A standardized reading measure that can range from below 0L for early readers to above 2000L for advanced readers. Readers who score below 0L receive a BR for Beginning Reader. A Lexile measures reading ability and text complexity on the same developmental scale. .	<p><u>Example:</u> Students in grades 2-8 who complete the Proficient Reading benchmark will receive a Lexile score in the Benchmark Scores report. A third grader receives a score of 13 on Proficient Reading translates to a 715L.</p> <p><u>Meaning:</u> The Lexile score helps educators and parents select books and other reading materials at an appropriate level of difficulty for an individual student. Since it is standardized, the Lexile can also be used to determine student growth.</p>

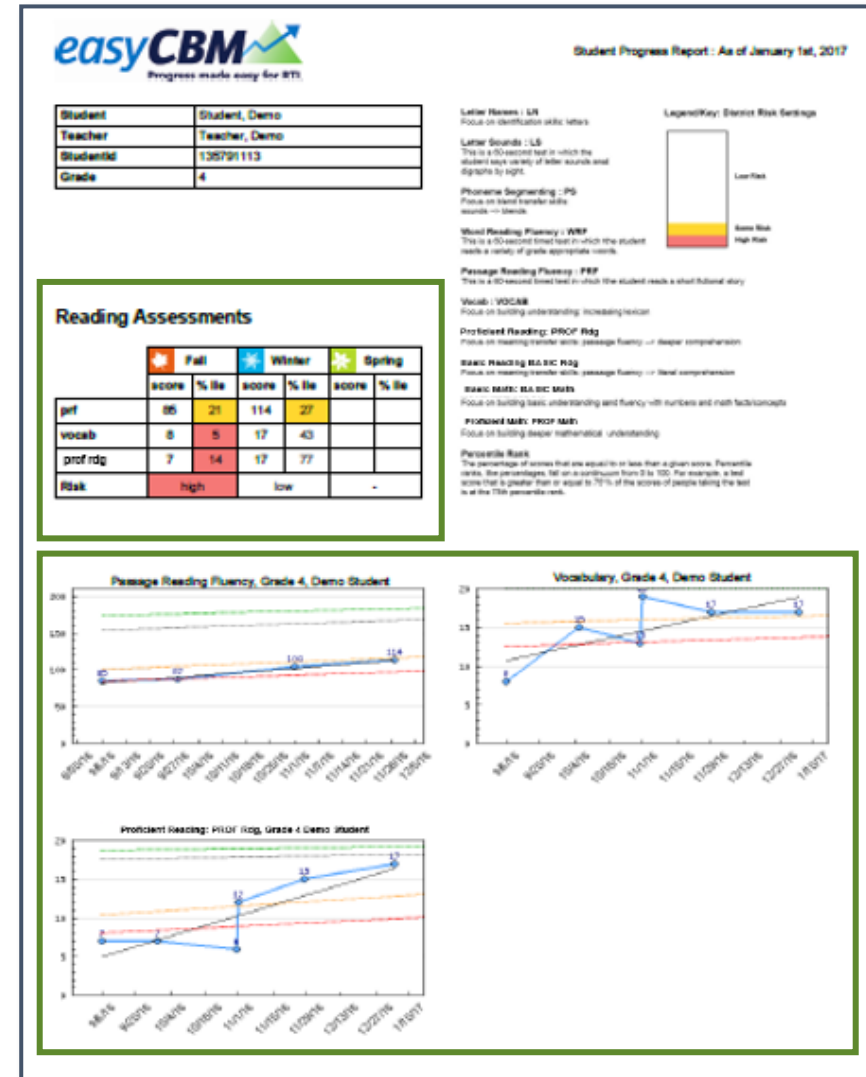
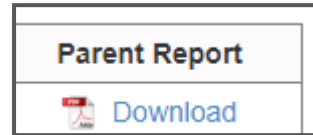
## Scores-Continued

Score	Description	Example & Meaning
Accuracy	On fluency measures a percentage of words read accurately.	<p><u>Example:</u> A student read 27 words but read 8 of those words incorrectly, would have a score of 19 correct words per minute (<u>cwpm</u>). The difference in words per minute (wpm) and <u>cwpm</u> divided by from the wpm is the accuracy.</p> <p><u>Meaning:</u> Accuracy helps determine a student's frustration level and comprehension. If accuracy is below 80%, a student is frustrated and unable to comprehend.</p>
Rate of Improvement (ROI)	<p>Rate of Improvement is change over time. The attained ROI listed in Individual reports takes the difference of the student's first measure, for that year and divides that by the number of days.</p> <p>Ideally the student's attained ROI should be greater than the expected ROI.</p>	<p><u>Example:</u> Assuming 12 weeks between benchmarks, and a 50% Benchmark is 47-57-65, then expected or typical ROI is:            Fall – Winter WRF, <math>57-47=10</math>, <math>10/12=.83</math> growth            Winter-Spring WRF, <math>65-57=8</math>, <math>8/12=.67</math> growth            Fall – Spring WRF, <math>65-47=18</math>, <math>18/24=.75</math> growth</p> <p><u>Meaning:</u> If the student has an ROI in the winter of .70 on the WRF measure, using the example listed above, then the student is meeting and slightly exceeding typical growth. For students to close a gap, they need to be surpassing typical growth.</p>
Composite	A z-score weighting all three reading benchmark measures equally.	<p><u>Example:</u> A student has a composite score of 65.</p> <p><u>Meaning:</u> The student falls at the 65 percentile when comparing to others in the national distribution, 35% of the students ranked higher on the benchmark measures.</p>

# Parent Report

## Report Access :

- Reports
- Individuals tab
  - Download the report



## Updates for 2025

- New norms and percentile default lines

**Percentile Lines and Color-codings**

Put the green ..... line at the th percentile.

Put the yellow ..... line at the th percentile.

Put the red ..... line at the th percentile.

- ClassLink
- Updated Manual in September



# Resources

## Riverside Complimentary Training



### Setup and Rostering



System Overview



Rostering



System Set-up

### Handouts and Resources

[easyCBM Overview Manual](#)

[Clever Integration \(Returning](#)

#### Training

[View Training Website](#)  
[Tutorials - How to use easyCBM](#)  
[Tutorials - Learn about easyCBM measures](#)

#### easyCBM Manual & Online Help

[easyCBM Overview Manual](#)  
[easyCBM Help for Teachers and Assessors](#)  
[easyCBM Help for District and Building-level Users](#)  
[easyCBM Help for Head Admin Users](#)

#### Technical Reports & Research

[View BRT Website](#)  
[easyCBM RAN Background](#)  
[easyCBM Grades K-8 Comparison of 2015 and 2020 Norms](#)

#### Rapid Auto Naming

[RAN Fall Student English | Spanish](#)  
[RAN Fall Assessor English | Spanish](#)  
[RAN Winter Student English | Spanish](#)  
[RAN Winter Assessor English | Spanish](#)  
[RAN Spring Student English | Spanish](#)  
[RAN Spring Assessor English | Spanish](#)  
[Rapid Auto Naming FAQ](#)

#### Tech Support

Contact Riverside Insights easyCBM Support  
Email: [techsupport@riversideinsights.com](mailto:techsupport@riversideinsights.com)  
Phone: 1-800-323-9540

#### Quick Guides - Users

[Creating Student Groups](#)  
[Intervention Templates](#)  
[Managing Goals](#)

#### Quick Guides - Head Admin

[Starting a New School Year](#)  
[Managing District-Wide Settings](#)  
[Important Implementation Considerations](#)  
[Creating and Uploading Data Files](#)  
[Merging Temporary Records](#)  
[Exporting Benchmark and Progress Monitoring Data](#)

#### Head Admin Resources

[User File](#)  
[Student File](#)  
[Teacher Student File](#)

#### Privacy Policy

[easyCBM Privacy Policy](#)

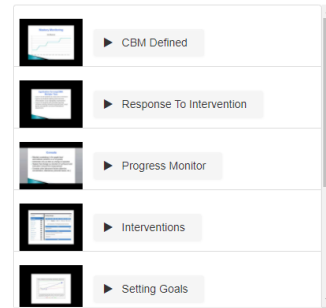
## EasyCBM Non-Measure Video Tutorial Series...

Please use the following videos to learn about the EasyCBM application. To learn about specific measures, navigate to [this page](#).

#### CBM Defined



#### Video Tutorials... ( more below )



# What is Being Reported?

- Raw Score for each benchmark measure
- Percentile Score for each measure
- Interpretation Label for Reading Measure  
(High, Some, Low)
- Reading Composite

