

CT K–3 Literacy Universal Screening Assessment Administration Overview

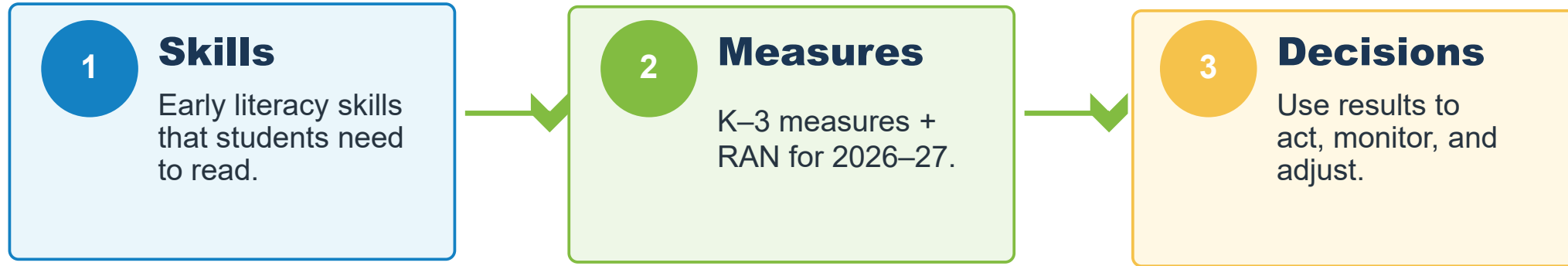
2026–27 Training Session

Monday, September 14, 2026 | 3:00–4:00 p.m.

easyCBM universal screening and administration essentials



Literacy skills, assessment, and action



By the end of the hour, participants will be able to:

- Refresh the early literacy skills measured by easyCBM.
- Connect Connecticut's K-3 assessment requirements to available measures.
- Review consistent administration procedures.
- Understand how historical data supports rostering and implementation.

Agenda

- 1 Why easyCBM supports universal screening and progress monitoring
- 2 Connecticut K–3 literacy measures
- 3 Administration procedures
- 4 Reports, historical data, and rostering
- 5 Resources, questions, and next steps

Connect

Apply

Continue

Research-based foundation for literacy decisions

UO

Research-based

Developed through the University of Oregon's Behavioral Research and Teaching team.

K-8

Norm-referenced

Norm-referenced for grades K-8 in reading, math, and Spanish.

CBM

Brief measures

Uses brief curriculum-based measures across the school year.

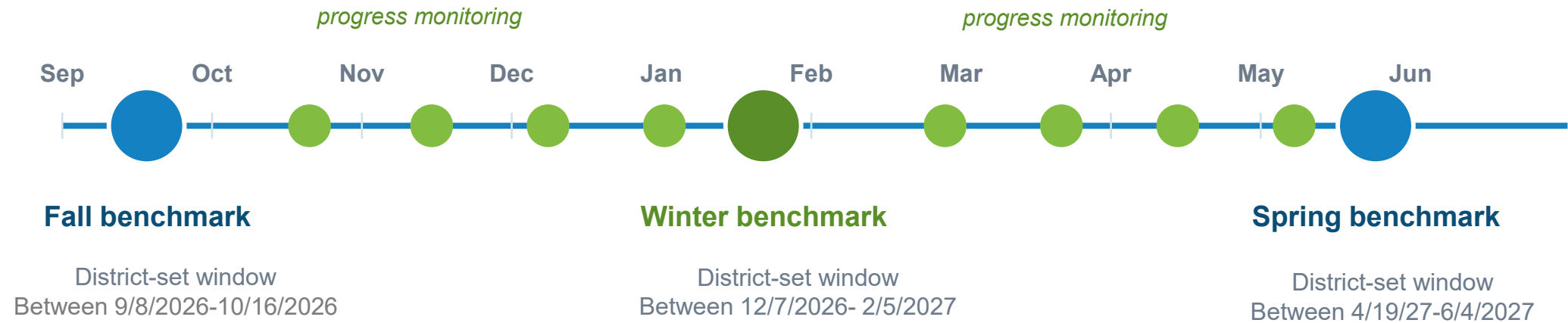
RTI

Built for action

Supports universal screening, progress monitoring, and intervention review.

The testing cycle connects seasonal benchmarks to ongoing progress monitoring

2026–27 school year



- Benchmark assessments occur in fall, winter, and spring.
- Progress monitoring can occur throughout the year.
- District administrators establish benchmark windows which must adhere to state guidelines.
- Consistent timing supports meaningful seasonal comparisons.

Measures sample essential early literacy skills

Grade-by-season benchmark matrix

Grade	Fall benchmark	Winter benchmark	Spring benchmark
Kindergarten	Letter Names Letter Sounds Phoneme Segmenting Rapid Automatic Naming (RAN)	Letter Sounds Phoneme Segmenting Word Reading Fluency Rapid Automatic Naming (RAN)	Letter Sounds Phoneme Segmenting Word Reading Fluency Rapid Automatic Naming (RAN)
Grade 1	Letter Sounds Phoneme Segmenting Word Reading Fluency Rapid Automatic Naming (RAN)	Letter Sounds Word Reading Fluency Passage Reading Fluency Rapid Automatic Naming (RAN)	Letter Sounds Word Reading Fluency Passage Reading Fluency Rapid Automatic Naming (RAN)
Grades 2–3	Passage Reading Fluency Vocabulary Proficient Reading	Passage Reading Fluency Vocabulary Proficient Reading	Passage Reading Fluency Vocabulary Proficient Reading

Measures vary by benchmark season and grade level; confirm RAN is enabled in district settings before testing.

Assess RAN for kindergarten and grade 1

REQUIRED

2026–27

**Kindergarten +
Grade 1**

Include RAN during screening

Rapid Automatized Naming

Measures how quickly students name familiar items.

- Include RAN in the 2026–27 screening.
- RAN has a separate administration and reporting area.
- Administer the practice items, Form A, and Form B using timed scoring.
- Record errors as directed.
- Start by having the assessor copy procedures, student copy, and practice printed.
- If a student is unable to correctly name the numbers in the practice, do not proceed.

Practice → Form A → Form B

Activate the school-year before testing begins

2026–27 new-year workflow

1

Export current users, students, and associations before activating a new school year.

3

Each school year begins fresh for benchmarking and progress monitoring.

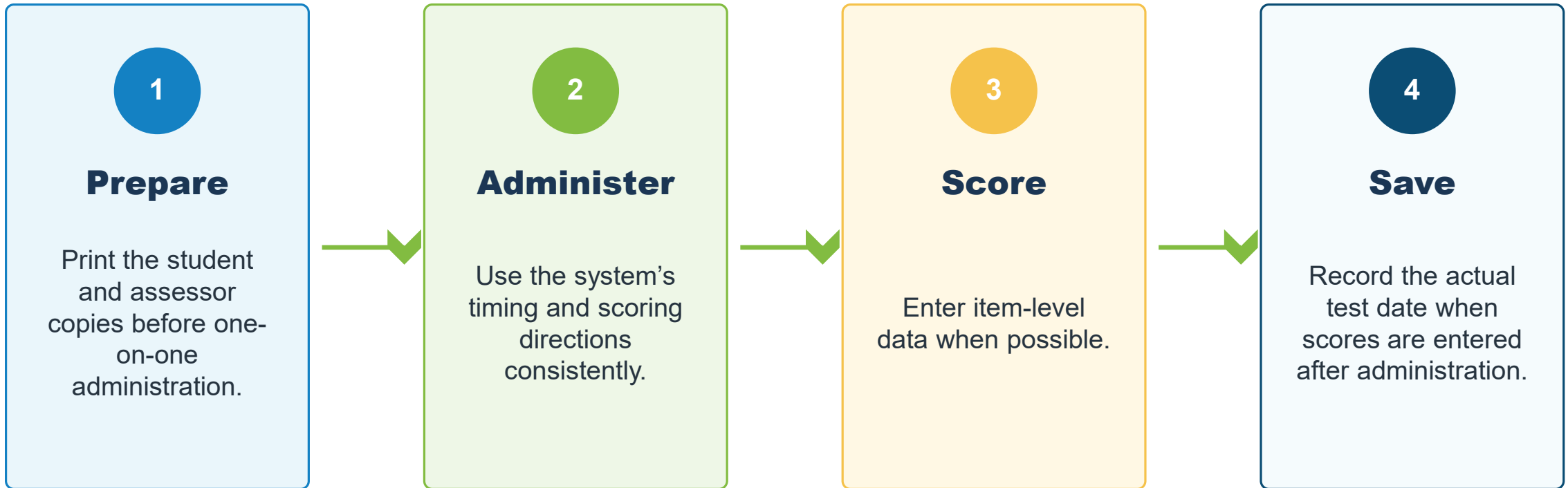


Review the school calendar, benchmark windows, enabled measures, and district settings.

4

The Retain Student option is no longer part of the new-year workflow.

1-on-1 administration preparation



One consistent sequence: prepare → administer → score → save

Online group measures

Proficient Reading + Vocabulary

Before

- Confirm each student is in the correct teacher, group, and measure.

During

- Proficient Reading and Vocabulary can be administered to multiple students.
- Students should answer independently.

After

- Verify that students completed the correct assessment.

Group administration changes the setting—not the standardization.

Consistent administration protects the meaning of the data



Same directions + timing

Follow the same directions and timing procedures for every student.



Correct setup

Use the correct assessment, grade, season, and administration mode.



Actual date

Document the actual administration date.



No coaching

Avoid coaching or assistance that changes the assessment.

Reports turn benchmark scores into instructional next steps

Benchmark report

Student	LN		LS		PS		Risk	Suggested Progress Monitoring	PROF RDG Lexile
A. Rivera	83rd	37	62nd	8	73rd	9	Low		
M. Chen	90th	41	85th	17	69th	8	Low		
J. Patel	37th	13	59th	7	41st	1	Low		
L. Smith	96th	47	97th	29	34th	0	Low		
T. Wilson	23rd	7	30th	1	73rd	9	Some		

Sort the class list by any header column.

Patterns across students and measures become easier to see.

Raw scores

Review raw scores, percentile scores, risk levels, and recommendations.

Patterns

Sort class lists to identify patterns across students and measures.

Next steps

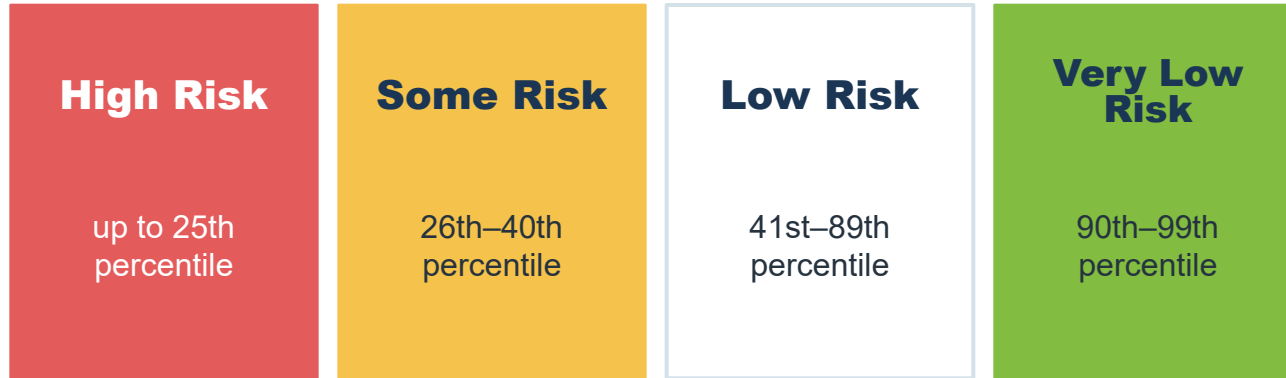
Identify students who may need progress monitoring.

Export

Export data for additional analysis or sharing.

Risk bands provide a common language for reviewing results

Percentile interpretation



Use the same risk language when reviewing class patterns and planning next steps.

Risk Ratings									
Three Tests			Risk	Two Tests			Risk	One Test	
☐	☐	☐	Low	☐	☐		Low	☐	Low
☐	☐	☐	Low	☐	☐		Some	☐	Some
☐	☐	☐	Some	☐	☐		Some	☐	High
☐	☐	☐	Some	☐	☐		Some		
☐	☐	☐	Some	☐	☐		High		
☐	☐	☐	Some	☐	☐		High		
☐	☐	☐	Some						
☐	☐	☐	High						
☐	☐	☐	High						
☐	☐	☐	High						

Notes:

- The more benchmark tests taken, the more accurate/confident the Risk Rating.
- ☐ = ☐ for risk calculations.

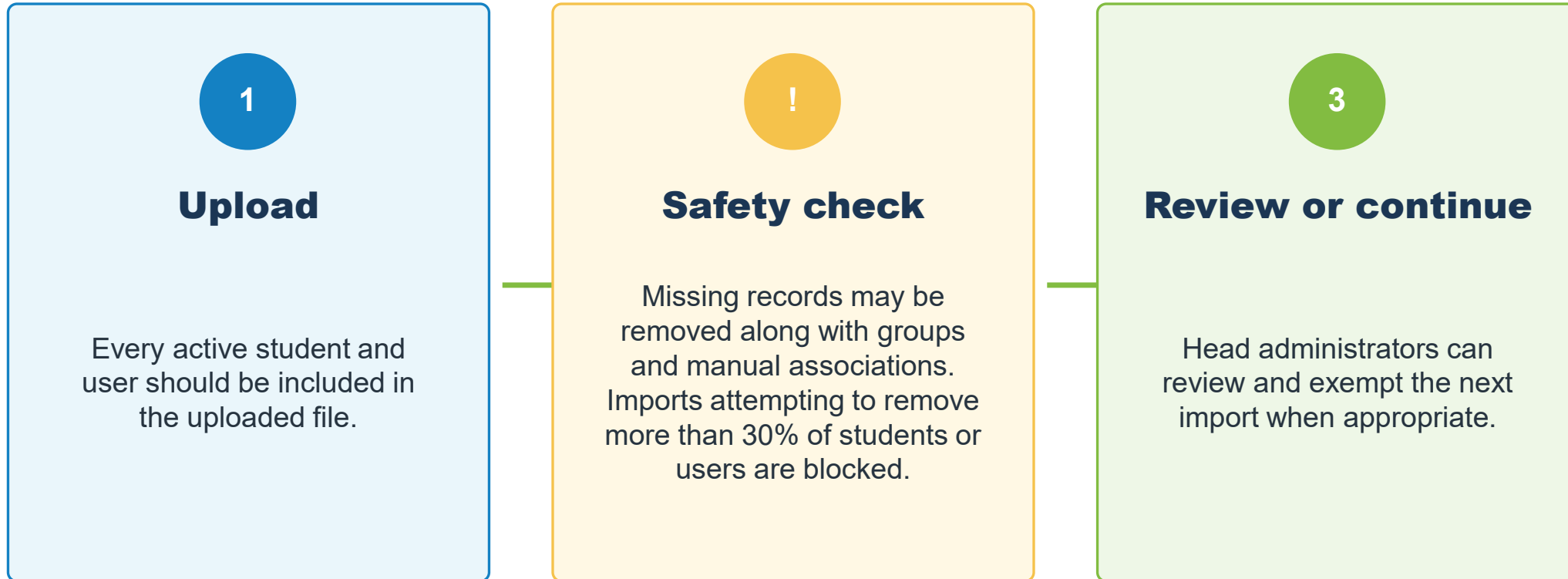
Historical data supports continuity across school years

Student performance record



- easyCBM maintains student performance data across years.
- Historical data helps educators understand prior performance and growth.
- Rostering depends on consistent student and user identifiers.
- Review prior-year benchmark performance and benchmark history.

New roster safeguards help prevent accidental removals



A blocked import is a prompt to review the roster—not a silent removal.

Resources make implementation easier after the session

1

Resources

Use Resources for the training website, tutorials, quick guides, and manuals.

2

Training

Direct new users to benchmark and progress-monitoring training.

3

Self-service

Use administration and data-file guides for self-service support.

Training questions

Tech Support questions

Data Integration questions

training@riversideinsights.com

techsupport@service.riversideinsights.com

data@service.riversideinsights.com

Keep the administration guides and User's Manual close during implementation.

Make the data more useful

1

Confirm setup and rosters before testing.

2

Administer each measure consistently.

3

Review current results and historical information.

4

Use risk patterns to guide next steps.

These practices connect setup, administration, review, and action.

Questions and discussion

- Questions about measures or administration?
- Rostering or historical-data to review?
- Connecticut specific questions?

Stay connected

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Thank you for supporting Connecticut readers.