

Administering the EasyCBM Mathematics Probes

Background Information

- The math tests on easyCBM® were developed to assess students' mastery of the knowledge and skills outlined in the National Council of Teachers of Mathematics Focal Point Standards. **They were designed to focus more on students' conceptual understanding than basic computational skills.**
- These math items were under development for two years. They were written by teachers with both general education and special education teachers and have been piloted across the country with students from a variety of backgrounds. They have undergone review by researchers at the University of Oregon and have been checked carefully for typographical errors.
- Like all measures on easyCBM®, alternate forms of each math test were designed to be of equivalent difficulty.
- Each of the math tests is comprised of 16 items.

Directions for Administering Probes

- These probes can be administered whole group. Distribute papers and instruct students to work the problems and choose the best answer. Students are allowed and encouraged to have scrap paper available, but they may not use calculators.
- The test is not timed.
- Students may have the questions read to them aloud if the teacher feels a reading deficit would hinder the student's ability to show mathematical understanding.
- Items on the math progress monitoring tests increase in difficulty from Item 1 through Item 16, with one exception. On every test, Item #5 is actually the most difficult item (based on our pilot studies of the items). Item #16 is actually the fifth-easiest item. We made the Item 5/Item 16 substitution on each form to provide teachers with additional information. If students get Item 6, 7, and 8 correct but misses Item 16, it is likely that they simply stopped trying by the end of the test, because the last item should be easier than the items that come before it.

How Often Should We Assess?

- How often teachers assess students depends on two key questions: How quickly is it reasonable for teachers to expect to see growth in a particular skill area and how much actual intervention has the student received?
- Measures such as Letter Names, Phoneme Segmenting, and Letter Sounds can be given more frequently – perhaps as often as every week or two – because students are able to make rapid progress in these skill areas when they are receiving in-depth interventions to help accelerate their learning.
- Other measures, such as Word and Passage Reading Fluency, are assessing skill areas that take longer for students to improve.
- We recommend testing no more often than every other week with these measure types.
- For Comprehension and the **Math measures, we recommend testing no more frequently than every 3 to 4 weeks. In all cases, of course, it is important that the student is actually receiving focused instruction to address their skill deficits if teachers hope to see an improvement in their performance over time.**

