



# STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



**TO:** Superintendents of Schools

**FROM:** Dr. Dianna R. Wentzell  
Commissioner of Education *D.R.W.*

**DATE:** February 27, 2019

**SUBJECT:** Approval of *easyCBM*<sup>®</sup> Reading Assessment

At the February 6, 2019, Connecticut State Board of Education (Board) meeting, the Board approved the following resolution:

**RESOLVED**, That the State Board of Education adopts the *easyCBM*<sup>®</sup> reading assessment.

Pursuant to Connecticut General Statute Section 10-14t, the *easyCBM*<sup>®</sup> reading assessment is approved for use by school districts beginning with the 2019-20 school year.

Attached please find a copy of the revised Menu of Research-based K-3 Universal Screening Reading Assessments that includes the *easyCBM*<sup>®</sup> reading assessment and the revised assessment reporting table. If you have any questions, please contact Joanne R. White, Education Consultant, at 860-713-6751.

DW:jw

cc: Melissa K. Wlodarczyk Hickey, Ed.D., Reading/Literacy Director  
Bryan Klimkiewicz, Special Education Bureau Chief

Attachments

# IX.G.

## CONNECTICUT STATE BOARD OF EDUCATION Hartford

**TO BE PROPOSED:**  
February 6, 2019

**RESOLVED**, That the State Board of Education adopts the *easyCBM*<sup>®</sup> reading assessment.

Approved by a vote of 10:0, this sixth day of February, Two Thousand Nineteen.

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



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, review the document entitled, "[Special Considerations for Dyslexia](#)."

### Universal Screening Reading Assessments

Revised July 2019

Section 1: General Outcome Measures			
<i>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.</i>			
Assessment Instrument	Measurement Area	Spanish Version	Notes
AIMSweb Tests of Early Literacy or Reading	Letter Naming Fluency	No	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grade K</li> <li>Letter naming fluency is a reliable indicator of print concepts</li> <li>CCS in ELA: Foundational Skills - RF.K.1d</li> </ul>
	Letter Sound Fluency	No	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grade K and Grade 1 (fall/winter only)</li> <li>Letter sound fluency is a reliable indicator of phonemic awareness</li> <li>CCS in ELA: Foundational Skills - RF.K.3; RF.1.3</li> </ul>
	Phoneme Segmentation Fluency	No	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades K – 1</li> <li>Phoneme segmentation fluency is a reliable indicator of phonological awareness</li> <li>CCS in ELA: Foundational Skills - RF.K.2; RF.1.2</li> </ul>
	Nonsense Word Fluency	No	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 2</li> <li>Nonsense word fluency is a reliable indicator of decoding and word recognition</li> <li>CCS in ELA: Foundational Skills - RF.1.3; RF.2.3</li> <li>Drilling nonsense word is not effective reading instruction.</li> </ul>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 3</li> <li>Oral reading fluency is a reliable indicator of word recognition and automaticity.</li> <li>High levels of fluency are correlated with high levels of reading comprehension</li> <li>CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4</li> </ul>
	MAZE Fluency	No	<ul style="list-style-type: none"> <li>MAZE is a brief modified cloze passage with multiple choice word replacements</li> <li>Approved for universal screening in Grades 2 – 3</li> <li>MAZE fluency is best used as a reliable indicator of sentence-level reading comprehension</li> <li>CCS in ELA: Foundational Skills - RF.2.4; RF.3.4</li> </ul>

Section 1: General Outcome Measures - continued			
Assessment Instrument	Measurement Area	Spanish Version	Notes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6 <sup>th</sup> Ed.)*	Letter Naming Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grade K</li> <li>Letter naming fluency is a reliable indicator of print concepts</li> <li>CCS in ELA: Foundational Skills - RF.K.1d</li> </ul>
	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades K – 1</li> <li>Phoneme segmentation fluency is a reliable indicator of phonological awareness</li> <li>CCS in ELA: Foundational Skills - RF.K.2; RF.1.2</li> </ul>
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 2</li> <li>Nonsense word fluency is a reliable indicator of decoding and word recognition</li> <li>CCS in ELA: Foundational Skills - RF.1.3; RF.2.3</li> <li><i>Drilling nonsense word is <u>not</u> effective reading instruction.</i></li> </ul>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 3</li> <li>Oral reading fluency is an indicator of word recognition and automaticity</li> <li>High levels of fluency are highly correlated with reading comprehension</li> <li>CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4</li> </ul>
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next*	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades K – 1</li> <li>Phoneme segmentation fluency is a reliable indicator of phonological awareness</li> <li>CCS in ELA: Foundational Skills - RF.K.2; RF.1.2</li> </ul>
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 2</li> <li>Nonsense word fluency is a reliable indicator of decoding and word recognition</li> <li>CCS in ELA: Foundational Skills - RF.1.3; RF.2.3</li> <li><i>Drilling nonsense words is <u>not</u> effective reading instruction.</i></li> </ul>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> <li>Approved for universal screening use in Grades 1 – 3</li> <li>Oral reading fluency is a reliable indicator of word recognition and automaticity</li> <li>High levels of fluency are correlated with high levels of reading comprehension</li> <li>CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4</li> </ul>
	DAZE Fluency	No	<ul style="list-style-type: none"> <li>Approved for universal screening in Grades 2 – 3</li> <li>DAZE is a brief modified cloze passage with multiple-choice word replacements</li> <li>DAZE fluency is best used as a reliable indicator of sentence-level reading comprehension</li> <li>CCS in ELA: Foundational Skills - RF.2.4; RF.3.4</li> </ul>

**Section 1: General Outcome Measures - continued**

Assessment Instrument	Measurement Area	Spanish Version	Notes
easyCBM <sup>®</sup> **	Letter Names	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grade K (fall only)</li> <li>• Letter naming fluency is a reliable indicator of print concepts</li> <li>• CCS in ELA: Foundational Skills - RF.K.1d</li> </ul>
	Letter Sounds	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 1</li> <li>• Letter sound fluency is a reliable indicator of phonemic awareness</li> <li>• CCS in ELA: Foundational Skills - RF.K.3a-b; RF.1.3a</li> </ul>
	Phoneme Segmenting	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 1 (fall only)</li> <li>• Phoneme segmentation fluency is a reliable indicator of phonological awareness</li> <li>• CCS in ELA: Foundational Skills - RF.K.2; RF.1.2</li> </ul>
	Word Reading Fluency	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K (winter/spring only) – 2</li> <li>• Word reading fluency is correlated with reading comprehension</li> <li>• CCS in ELA: Foundational Skills – RF.K.3; RF.1.3; RF.2.3</li> </ul>
	Passage Reading Fluency	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades 1 (winter/spring only) – 3</li> <li>• Passage reading fluency is a reliable indicator of word recognition and automaticity</li> <li>• High levels of fluency are correlated with high levels of reading comprehension</li> <li>• CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4</li> </ul>
	Vocabulary	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grade 3</li> <li>• Vocabulary knowledge is important to school success, in general, and reading comprehension</li> <li>• CCS in ELA: Language Standards K-5 – L.3.4; L.3.5; L.3.6</li> </ul>
	CCSS Reading	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grade 3</li> <li>• Reading comprehension is a reliable indicator of deficits in any of the sub-skills that comprise reading</li> <li>• CCS in ELA: Foundational Skills – RF.3.4</li> <li>• CCS in ELA: Reading Standards for Literature K-5 – 3.1-4</li> <li>• CCS in ELA: Reading Standards for Informational Text K-5 – 3.1-4</li> </ul>
	Multiple Choice Reading Comprehension	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades 2 – 3</li> <li>• Reading comprehension is a reliable indicator of deficits in any of the sub-skills that comprise reading</li> <li>• CCS in ELA: Foundational Skills – RF.2.4; RF.3.4</li> <li>• CCS in ELA: Reading Standards for Literature K-5 – 2.1-3; 3.1-4</li> <li>• CCS in ELA: Reading Standards for Informational Text K-5 – 2.1-4; 3.1-4</li> </ul>

**ction 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	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 2</li> <li>• System includes screeners, diagnostics and goal survey</li> <li>• Rasch units convert to a percentile rank</li> <li>• Computer adaptive</li> </ul>
	Reading (MAP)	No	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades 3 – 12</li> <li>• System includes screeners, diagnostics, and goal survey</li> <li>• Rasch units convert to a percentile rank</li> <li>• Computer adaptive</li> </ul>
STAR	STAR Early Literacy	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 3</li> <li>• Once a student successfully reads 100 sight words, he/she will move on to STAR Reading</li> <li>• Rasch units convert to a percentile rank</li> <li>• Computer-based</li> </ul>
	STAR Reading	Yes	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 3</li> <li>• System includes screening, diagnostics, and progress monitoring</li> <li>• Rasch units convert to percentile rank</li> <li>• Computer adaptive</li> </ul>
i-Ready	i-Ready Diagnostic and i-Ready Growth Monitoring	No	<ul style="list-style-type: none"> <li>• Approved for universal screening use in Grades K – 3</li> <li>• System includes diagnostics (screening) and growth monitoring (progress monitoring)</li> <li>• i-Ready Diagnostic uses a vertical scale for comparing growth within and across years</li> <li>• i-Ready Growth Monitoring to be used jointly with i-Ready Diagnostic for progress monitoring</li> <li>• Percentile norms and scale score to normative percentile conversion</li> <li>• Computer adaptive</li> </ul>

\*Use [Indicadores Dinámicos del Éxito en la Lectura](#) (IDEL) to monitor the development of early Spanish literacy skills.

\*\*Use easyCBM® Spanish Literacy Assessments to monitor the development of early Spanish literacy skills.



**For Priority School Districts Only:**

**K-3 Reading Universal Screening  
Reportable Measures At-a-Glance**

**February 2019**

<b>Kindergarten</b>	<b>First Grade</b>
<p><b>Curriculum Based Measures:</b></p> <p><u><i>Winter &amp; Spring Reporting Only</i></u> Phoneme Segmentation Fluency</p>	<p><b>Curriculum Based Measures:</b></p> <p><u><i>Fall Reporting:</i></u> Phoneme Segmentation Fluency</p> <p><u><i>Winter &amp; Spring Reporting:</i></u> Oral Reading Fluency</p>
<p><b>Computer Adaptive Subtests of Reading with a Composite Score:</b></p> <p><u><i>Winter and Spring Reporting:</i></u> Composite Reading Score</p>	<p><b>Computer Adaptive Subtests of Reading with a Composite Score:</b></p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>
<b>Second Grade</b>	<b>Third Grade</b>
<p><b>Curriculum Based Measures:</b></p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Oral Reading Fluency</p>	<p><b>Curriculum Based Measures:</b></p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Oral Reading Fluency</p>
<p><b>Computer Adaptive Reading Assessment with Composite Score:</b></p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>	<p><b>Computer Adaptive Reading Assessment with Composite Score:</b></p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>