The Alignment between easyCBM® Literacy Assessments and Ohio's Learning Standards

Abstract
This manuscript presents the results of an analysis between the easyCBM® literacy assessments, Grades K-3, and Ohio's Learning Standards related to literacy at those grade levels. Results indicate some alignment at each grade level, with the greatest degree of alignment in Grade 3.

By Julie Alonzo, Ph.D.

The Ohio State Board of Education initially adopted Ohio's Learning Standards in English Language Arts "as a guide to teaching and learning in the classroom" in 2010, and the K-12 standards have been in use throughout the state since the start of the 2014-2015 academic year. Updated standards were adopted by the State Board of Education in 2017 (*Ohio's Learning Standards: English Language Arts*, p. 2). These standards define what students should be expected to do at the end of each grade level.

The state's English Language Arts learning standards are anchored in the standards for college and career-readiness, which "define general, cross-disciplinary literacy expectations that students must meet to be prepared to enter college and workforce training programs ready to succeed" (*Ohio's Learning Standards: English Language Arts*, p. 3). The state has adopted an integrated model of literacy in which expectations for student performance in reading, writing, speaking, listening, and language are closely connected and often intersect. An important nuance in Ohio's ELA Standards is the attention paid to proficiency in reading informational text.

This report presents the results of an analysis of the alignment between the easyCBM® K-3 literacy assessments and the following Ohio standards: *Ohio Reading Standards for Foundational Skills, Ohio College and Career Readiness Anchor Standards for Reading, Ohio College and Career Readiness Anchor Standards for Language, Ohio Reading Standards for Literature,* and *Ohio Reading Standards for Informational Text.*

The various Standards referenced in this publication were all retrieved from the Ohio Department of Education's website http://education.ohio.gov/ on December 20, 2019. The Standards analyzed here were drawn from the *2017 ELA Standards* document on that website and are included, here, as an Appendix.

Background on easyCBM®
The easyCBM® assessment system (Alonzo, Ulmer, Tindal, & Glasgow, 2006) includes a variety of literacy and mathematics assessments developed for use in grades K-8. At each grade level, multiple forms of each measure type are available, with some specifically designated for use as universal screening assessments and others designated for use as progress monitoring assessments. During SY 2018-2019, the easyCBM® system was used by 369,971 teachers, representing over 4.1 million students in districts spread across every state in the United States, who collectively had taken over 50.2 million tests.

Over 30 published studies document the technical adequacy of the easyCBM® assessments. Such studies include empirical articles published in peer-reviewed journals (e.g., Alonzo, 2016; Sáez, Nese, Alonzo, & Tindal, 2015; Alonzo, Basaraba, Tindal, & Carriveau, 2009) and in a series of technical reports available through the University of Oregon at www.brtprojects.org.

The easyCBM® system includes fluency-based assessments, designed for individual administration, and longer assessments, designed for online or paper/pencil

administration and available for either individual or group administration.

The Kindergarten and Grade 1 assessments include measures of *Phoneme Segmentation*, *Letter Names*, *Letter Sounds*, *Word Reading Fluency*, and *Passage Reading Fluency*. At Grade 2 the same measure types are available, as well as *Vocabulary* and a test of reading comprehension using literary text: *MCRC*.

The Grade 3 measures include *Passage Reading Fluency*, *Vocabulary*, and two measures of reading comprehension: *MCRC*, and *CCSS Reading*, which adds Informational Text and Read to Perform a Task to the genre presented to students. Each of these measures is described in more detail, below.

The Phoneme Segmenting Measure

The *Phoneme Segmenting* measure (Alonzo & Tindal, 2007) tests students' ability to segment a word into its constituent phonemes. In this individually-administered measure, test administrators follow a standard written protocol on which is listed a series of words, ranging from single to multi-syllabic. They say each word aloud, asking students to segment the word into its individual sounds. As students finish segmenting one word, test administrators provide the next word verbally, repeating this sequence for 60 seconds.

As students say the phonemes, assessors indicate on their own test protocol each phoneme the student correctly segments. Student self-corrections are counted as correct responses, and students are prompted to go on if they hesitate for more than three seconds. At the end of the allotted time, the assessor marks the last phoneme produced and calculates the total number of phonemes segmented correctly to arrive at the student's score, phonemes segmented correctly in one minute.

The Letter Names Measure

The *Letter Names* measure (Alonzo & Tindal, 2007) tests students' ability to name the letters of the English alphabet, both in

their lower case and capitalized forms. In this individually-administered measure, students are shown a series of letters organized in a chart on one side of a single sheet of paper and given 60 seconds to name as many of them as they can.

A trained assessor follows along as the student names the letters, indicating on his/her own test protocol each letter the student reads incorrectly and prompting the student to go on if he/she hesitates at a letter for more than three seconds. Student self-corrections are counted as correct responses. At the end of the allotted time, the assessor marks the last letter named and calculates the total number of letters read correctly to arrive at the student's score, letters named correctly in one minute.

The Letter Sounds Measure

The *Letter Sounds* measure (Alonzo & Tindal, 2007) tests students' ability to identify the sounds associated with the letters of the English alphabet, both in their lower case and capitalized forms. In this individually-administered measure, students are shown a series of letters organized in a chart on one side of a single sheet of paper and given 60 seconds to name as many of them as they can.

A trained assessor follows along as the student produces the sounds associates with each of the letters, indicating on his/her own test protocol each letter for which the student fails to correctly identify the sound and prompting the student to go on if he/she hesitates at a letter for more than three seconds. Student self-corrections are counted as correct responses. At the end of the allotted time, the assessor marks the last letter sound produced and calculates the total number of letters sounds produced correctly to arrive at the student's score, letter sounds produced correctly in one minute.

The Word Reading Fluency Measure

The *Word Reading Fluency* measure (Alonzo & Tindal, 2007b) tests students' ability to read

sight-words, and words following both regular and irregular patterns of letter/sound correspondence in the English language. In this individually-administered measure, students are shown a series of words organized in a chart on one side of a single sheet of paper and given 60 seconds to read as many of them as they can.

A trained assessor follows along as the student reads the words, indicating on his/her own test protocol each word the student reads incorrectly and prompting the student to go on if he/she hesitates at a word for more than three seconds. Student self- corrections are counted as correct responses. At the end of the allotted time, the assessor marks the last word read and calculates the total number of words read correctly to arrive at the student's score, words read correctly in one minute.

The Passage Reading Fluency Measure

The *Passage Reading Fluency* measure (Alonzo & Tindal, 2007b) tests students' ability to read connected narrative text accurately. In this individually-administered measure, students are shown a short narrative passage (ranging from 200 words at the lower grades to 350 words at the upper grades) printed on one side of a single sheet of paper and given 60 seconds to read as much of the passage as they can.

A trained assessor follows along as the student reads, indicating on his/her own test protocol each word the student reads incorrectly and prompting the student to go on if he/she hesitates for more than three seconds. Student self-corrections are counted as correct responses. At the end of the allotted time, the assessor marks the last word read and calculates the total number of words read correctly to arrive at the student's score, words read correctly in one minute.

The Vocabulary Measure

The easyCBM® vocabulary measures are available in Grades 2-8. They are designed to be administered to a group of students, either

by computer or through a paper/pencil approach. Each vocabulary item consists of a sentence with a bolded target vocabulary word, and three potential choices: the correct answer and two incorrect but plausible distracters. Target words include words from the domains of science and social studies as well as idiomatic expressions. Students earn one point for every item they answer correctly. Grade two has a total of 12 points possible and grades three through eight have a total of 20 points possible.

The MCRC Measure

The *Multiple Choice Reading Comprehension* (*MCRC*) measure (Alonzo, Liu, & Tindal, 2008) consists of an original work of narrative fiction, ranging in length from 700 words in Grade 2 to 1800 words in Grade 8, followed by a series of multiple choice comprehension questions. The Grade 2 forms include seven questions that assess literal comprehension and five questions that assess inferential comprehension. In Grade 3 and above, the test forms include seven literal and inferential comprehension questions and six evaluative comprehension questions.

The MCRC measures are designed to be administered to a group of students, either by computer or through a paper/pencil approach, although individual administration is also supported.

The CCSS Reading Measure

Each *CCSS Reading* measure (Alonzo, Park, & Tindal, 2012) consists of five short text-based prompts, each followed by five multiple choice questions designed to assess students' literal understanding of text as well as their ability to make inferences based on what they have read.

On each form of this measure, two of the prompts are short literary texts; two are informational texts, and one is a graphic depicting information from the general areas of science, social studies, or reference materials. Students score one point for every

item they answer correctly, for a total of 25 points possible. As with the *Vocabulary* and *MCRC* measures, the easyCBM® *CCSS Reading* measures are designed to be administered to a group of students, either by computer or through a paper/pencil approach, although individual administration is also supported.

Kindergarten Alignment Results

The easyCBM® assessments vary by grade level, with the Kindergarten and Grade 1 measures focusing on foundational skills and the constructs of reading comprehension and vocabulary introduced for the first time at Grade 2.

We found **strong alignment** with the Ohio standards related to knowledge of the names and sounds associated with both upper and lower-case letters of the alphabet, phonemic awareness, phonics, and fluency and partial alignment with the Ohio standards associated with other Foundational Skills such as print concepts (See Table 1). Not surprisingly, given easyCBM®'s focus on foundational skills in the early grades, we find **weak** or **no alignment** with the Ohio standards associated with comprehension of literary and informational text.

Table 1
Alignment: Kindergarten Standards

Standard	Degree of Alignment		
	None	Partial	Full
RF.K.1		x	
RF.K.2		x	
RF.K.3		x	
RF.K.4			x

Full Alignment. The easyCBM® assessments are fully-aligned with the following *Ohio Foundational Skills* standards:

RF.K.1.d – the easyCBM® *Letter Names* measures directly assess students' ability to recognize and name all upper- and lower-case letters of the alphabet.

RF.K.2.d – the easyCBM® *Phoneme Segmenting* measures directly assess students' ability to Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF.K.3.a - the easyCBM® *Letter Sounds* measures directly assess students' ability to demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3.c - the easyCBM® *Word Reading Fluency* measures directly assess students' ability to read common high-frequency words by sight.

RF.K.4 - the easyCBM® *Passage Reading Fluency* measures directly assess students' ability to read emergent-reader texts with purpose and understanding.

Limited or no alignment. The easyCBM® assessments have negligible or no alignment to the following Ohio Standards: RF.K.1.a-c; RF.K.2.a-c, e; RF.K.3.b, d; RL.K.1 – 10, and RI.K.1 – 6

First-Grade Alignment Results

The easyCBM® assessments vary by grade level, with the Kindergarten and Grade 1 measures focusing on foundational skills and the constructs of reading comprehension and vocabulary introduced for the first time at Grade 2.

Thus, we find **strong alignment** with the Ohio standards related to knowledge of the names and sounds associated with both upper and lower-case letters of the alphabet, phonemic awareness, phonics, and fluency, partial alignment with the Ohio standards associated with other Foundational Skills such as print concepts and **weak** or **no alignment**

with the Ohio standards associated with comprehension of literary and informational text (See Table 2).

Table 2
Alignment: Grade 1 Standards

Standard	Degree of Alignment		
	None	Partial	Full
RF.1.1	x		
RF.1.2		x	
RF.1.3		x	
RF.1.4			x

Full alignment. The easyCBM® assessments are fully-aligned with the following *Ohio Foundational Skills* standards:

RF.1.2.c-d – the easyCBM® *Phoneme Segmenting* measures directly assess students' ability to isolate and pronounce the initial, medial vowel, and final phonemes in spoken single-syllable words and to segment spoken single-syllable words into their complete sequence of individual phonemes.

RF.1.3.a, c-f – the easyCBM® *Word Reading Fluency* measures directly assess students' ability to distinguish long and short vowels when reading regularly spelled one- and two-syllable words; to decode words with common prefixes and suffices, identify words with inconsistent but common spelling-sound correspondences, and to recognize and read grade-appropriate irregularly spelled words.

RF.1.4 - the easyCBM® *Passage Reading Fluency* measures directly assess students' ability to read emergent-reader texts with purpose and understanding.

Limited or no alignment. The easyCBM® assessments have negligible or no alignment to the following Ohio Standards: RF.1.1; RF.1.2.a-b, e; RF.1.3.a-b; RL.1.1 – 10,

and RI.1.1 - 6

Second-Grade Alignment Results
The easyCBM® Grade 2 assessments include measures of foundational skills from the earlier grades (for students whose proficiency falls below grade-level expectations), as well as measures to assess the constructs of phonics, fluency, reading comprehension, and vocabulary. We find **strong alignment** with the Ohio standards related to phonics, fluency, reading literary text as well as the CCR standards in all areas with the exception of *Integration of Knowledge and Ideas* and **weak** or **no alignment** with the Ohio standards associated with comprehension of informational text and language, with the exception of those standards associated with vocabulary acquisition (See Table 3).

Table 3
Alignment: Grade 2 Standards

Standard	Degree of Alignment		
	None	Partial	Full
RF.2.3			x
RF.2.4			x
RL.2.1			x
RL.2.2		x	
RL.2.3			x
RL.2.4	x		
RL.2.5	x		
RL.2.6	x		
RL.2.7			x
RL.2.8	(Not applicable)		
RL.2.9	x		
RL.2.10			x
RI.2.1	x		
RI.2.2	x		
RI.2.3	x		
RI.2.4			x
RI.2.5	x		
RI.2.6	x		
RI.2.7	x		
RI.2.8	x		
RI.2.9	x		
RI.2.10	x		

Table 3			
Alignment: Grade 2 Standards (Continued)			
Standard	Degree of Alignment		
	None	Partial	Full
CCR-R.1			x
CCR-R.2			x
CCR-R.3			x
CCR-R.4			x
CCR-R.5			x
CCR-R.6			x
CCR-R.7	x		
CCR-R.8	x		
CCR-R.9	x		
CCR-R.10			x
CCR-L4			x
CCR-L5			x

Full Alignment. The easyCBM® assessments are fully-aligned with the following *Ohio* second-grade standards:

RF.2.3.a-f – the easyCBM® *Word Reading Fluency* measures directly assess students' ability to distinguish long and short vowels when reading regularly spelled one- and two-syllable words; to know spelling-sound correspondences for additional common vowel teams, to decode words with common prefixes and suffices, to identify words with inconsistent but common spelling-sound correspondences, and to recognize and read grade-appropriate irregularly spelled words.

RF.2.4 - the easyCBM® *Passage Reading Fluency* measures directly assess students' ability to read grade-level text with purpose and understanding and to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, and to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.2.1 – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL.2.2.a – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to analyze literary text development to determine the lesson or moral.

RL.2.3 – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to describe how characters in a story respond to major events and challenges.

RL.2.7 – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to read and comprehend literature in the grades 2-3 text complexity band proficiently, to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RI.2.4 – the easyCBM® Grade 2 *Vocabulary* measures directly assess students' ability to determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 2 topic or subject area.*

CCR Anchor Standards for Reading – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to read closely to determine what the text says explicitly and to make logical inferences from it; to determine central ideas or themes of a text and analyze their development; to analyze how and why

individuals, events, and ideas develop and interact over the course of a text; to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyzing how specific language choices shape meaning, mood, or tone of the text; to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole; to assess how point of view, perspective, or purpose shapes the content and style of a text; and to read, comprehend, and respond to complex literary texts independently and proficiently.

CCR Anchor Standards for Language – the easyCBM® Grade 2 *Vocabulary* measures directly assess students' ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing meaningful word parts; and to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Limited or no alignment. The easyCBM® assessments have negligible or no alignment to the following Ohio CCR Standards: *Integration of Knowledge and Ideas* or to the following standards: RL.2.2.b, RL.2.4, RL2.5, RL2.6, RL2.9, RI.2.1 – RI.2.10.

Third-Grade Alignment Results
The easyCBM® Grade 3 assessments include measures to assess the constructs of phonics, fluency, reading comprehension (of both literary and informational text), and vocabulary.

We find **strong alignment** with the Ohio standards related to phonics, fluency, reading literary text, reading informational text as well as the CCR standards in all areas with the exception of *Integration of Knowledge and Ideas* and **weak** or **no alignment** with the Ohio

standards associated with comprehension of informational text and language (See Table 4).

Table 4
Alignment: Grade 3 Standards

Standard	Degree of Alignment		
	None	Partial	Full
RF.3.3		x	
RF.3.4			x
RL.3.1			x
RL.3.2		x	
RL.3.3			x
RL.3.4			x
RL.3.5			x
RL.3.6	x		
RL.3.7	x		
RL.3.8	(Not applicable)		
RL.3.9	x		
RL.3.10			x
RI.3.1			x
RI.3.2			x
RI.3.3			x
RI.3.4			x
RI.3.5			x
RI.2.6	x		
RI.2.7			x
RI.2.8			x
RI.2.9	x		
RI.2.10			x
CCR-R.1			x
CCR-R.2			x
CCR-R.3			x
CCR-R.4			x
CCR-R.5			x
CCR-R.6			x
CCR-R.7	x		
CCR-R.8	x		
CCR-R.9	x		
CCR-R.10			x
CCR-L4			x
CCR-L5			x

Full Alignment. The easyCBM® assessments are fully-aligned with the following *Ohio* second-grade standards:

RF.3.3.b-d – the easyCBM® Grade 2 *Word Reading Fluency* measures directly assess students' ability to know and apply grade-level phonics and word analysis skills in decoding words; to decode words with common Latin suffices; to decode multi-syllable words, and to read grade-appropriate irregularly spelled words.

RF.3.4 - the easyCBM® Grade 3 *Passage Reading Fluency* measures directly assess students' ability to read grade-level text with purpose and understanding and to read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings, and to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.3.1 – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2.a – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to analyze literary text development to determine a theme and explain how it is conveyed through key details in the text.

RL.3.3 – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to

refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections.

RL.3.10 – the easyCBM® Grade 3 *MCRC* measures directly assess students' ability to read and comprehend literature in the grades 2-3 text complexity band independently and proficiently, to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RI.3.1 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to analyze informational text development to determine the main idea of a text and retell the key details and explain how they support the main idea.

RI.3.3 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 – the easyCBM® Grade 3 *Vocabulary* and *CCSS Reading* measures directly assess students' ability to determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 3 topic or subject area.*

RI.3.5 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students'

ability to use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently).

RI.3.7 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to describe the relationships between the evidence and points an author uses throughout a text

RI.3.10 – the easyCBM® Grade 3 *CCSS Reading* measures directly assess students' ability to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCR Anchor Standards for Reading – the easyCBM® Grade 2 *MCRC* measures directly assess students' ability to read closely to determine what the text says explicitly and to make logical inferences from it; to determine central ideas or themes of a text and analyze their development; to analyze how and why individuals, events, and ideas develop and interact over the course of a text; to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyzing how specific language choices shape meaning, mood, or tone of the text; to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole; to assess how point of view,

perspective, or purpose shapes the content and style of a text; and to read, comprehend, and respond to complex literary texts independently and proficiently.

CCR Anchor Standards for Language – the easyCBM® Grade 3 *Vocabulary* measures directly assess students' ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues and analyzing meaningful word parts; and to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Limited or no alignment. The easyCBM® assessments have negligible or no alignment to the following Ohio CCR Standards: *Integration of Knowledge and Ideas* or to the following standards: RF.3.3.a, RL.3.6, RL3.7, RL3.9, RI.3.6, RI.3.9.

References Cited

Alonzo, J. (2016). The relation between Smarter Balanced and easyCBM Mathematics and Reading Assessments. *Journal of School Administration Research and Development, 1*(1), 17-35.

Alonzo, J., Anderson, D., Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 2* (Technical Report No. 1209). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Alonzo, J., Basaraba, D., Tindal, G., & Carriveau, R. (2009). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention, 35,* 34-44. doi: 10.1177/1534508408330082

Alonzo, J., Liu, K., & Tindal, G. (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report No. 0808). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Alonzo, J., Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 3* (Technical Report No. 1221). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Alonzo, J., & Tindal, G. (2007). *Examining the technical adequacy of early literacy measures in a progress monitoring assessment system: Letter names, letter sounds, and phoneme segmenting* (Technical Report No. 39). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Alonzo, J., & Tindal, G. (2007b). *The development of word and passage reading fluency measures in a progress monitoring assessment system* (Technical Report No. 40). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Alonzo, J., Tindal, G., Ulmer, K., & Glasgow, A. (2006). *easyCBM benchmarking and progress monitoring assessment system.*

Sáez, L., Nese, J. F. T., Alonzo, J., & Tindal, G. (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences, 49,* 100-109.

About the author:
Julie Alonzo, Ph.D., is a research associate professor at the University of Oregon, where she teaches classes in research design, the use of data to guide instructional decision-making, and graduate writing. The lead author of the easyCBM® assessments, Dr. Alonzo has participated in a variety of independent alignment studies for The College Board as well as State Departments of Education, unrelated to the easyCBM® system. Her familiarity with both the process of analyzing the alignment between a variety of assessments and learning standards and the easyCBM® assessments themselves facilitated her work in the current project.

Appendix

The following Ohio Standards were retrieved from the Ohio Department of Education's website http://education.ohio.gov/ on December 20, 2019. The Standards analyzed in this report were drawn from the *2017 ELA Standards* document on that website.

Reading Standards for Foundational Skills K–3

These standards encourage fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.

KINDERGARTNERS:
PRINT CONCEPTS

RF.K.1 Demonstrate understanding of the organization and basic features of print.

   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

PHONOLOGICAL AWARENESS

RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
   e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.

PHONICS AND WORD RECOGNITION

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

   a. Demonstrate basic knowledge of one-to- one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

FLUENCY

RF.K.4 Read emergent-reader texts with purpose and understanding.

GRADE 1 STUDENTS:
PRINT CONCEPTS

RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

PHONOLOGICAL AWARENESS

RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    b. Orally produce single-syllable words by blending phonemes, including consonant blends.
    c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
    d. Segment spoken single-syllable words into their complete sequence of individual phonemes.

PHONICS AND WORD RECOGNITION

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words

FLUENCY

RF.1.4 Read emergent-reader texts with purpose and understanding.

GRADE 2 STUDENTS:
PHONICS AND WORD RECOGNITION

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words.

FLUENCY

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

    a. Read grade-level text with purpose and understanding.
    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 3 STUDENTS:
PHONICS AND WORD RECOGNITION

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

    a.   Identify and know the meaning of the most common prefixes and derivational suffixes.
    b.   Decode words with common Latin suffixes.
    c.   Decode multi-syllable words.
    d.   Read grade-appropriate irregularly spelled words.

FLUENCY

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

    a. Read grade-level text with purpose and understanding.
    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Ohio's CCR Anchor Standards for Reading

KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

KNOWLEDGE OF LANGUAGE

  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

VOCABULARY ACQUISITION AND USE

  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  6. Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards for Literature K–12

KINDERGARTNERS:
KEY IDEAS AND DETAILS

RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CRAFT AND STRUCTURE

RL.K.4 Ask and answer questions about unknown words in a text.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8 (Not applicable to literature)
RL.K. 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.K.10 Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

GRADE 1 STUDENTS:
KEY IDEAS AND DETAILS

RL.1.1 Ask and answer questions about key details in a text.
RL.1.2 Analyze literary text development.

  a. Demonstrate understanding of the lesson.
  b. Retell stories, including key details.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

CRAFT AND STRUCTURE

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6 Identify who is telling the story at various points in a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.8 (Not applicable to literature)
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.1. 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to- text connections and comparisons.

GRADE 2 STUDENTS:
KEY IDEAS AND DETAILS

RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

    a. Determine the lesson or moral.
    b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

CRAFT AND STRUCTURE

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 (Not applicable to literature)

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

GRADE 3 STUDENTS:
KEY IDEAS AND DETAILS

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Analyze literary text development.

a. Determine a theme and explain how it is conveyed through key details in the text.
b. Retell stories, including fables, folktales, and myths from diverse cultures. text

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CRAFT AND STRUCTURE

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
RL.3.8 (Not applicable to literature)
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to- text connections and comparisons.

Reading Standards for Informational Text K–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The requirement that students read increasingly complex texts through the grades implies rigor. *Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

KINDERGARTNERS
KEY IDEAS AND DETAILS

RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

CRAFT AND STRUCTURE

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

GRADE 1 STUDENTS:
KEY IDEAS AND DETAILS

RI.1.1 Ask and answer questions about key details in a text.
RI.1.2 Analyze informational text development.

    a. Identify the main topic.
    b. Retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CRAFT AND STRUCTURE

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

GRADE 2 STUDENTS:
KEY IDEAS AND DETAILS

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2 Analyze informational text development. a. Identify the main topic of a multi-paragraph text.
b. Identify the focus of specific paragraphs within the text.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CRAFT AND STRUCTURE

RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE 3 STUDENTS:
KEY IDEAS AND DETAILS

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Analyze informational text development.

   a.   Determine the main idea of a text.
   b.   Retell the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CRAFT AND STRUCTURE

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to *a grade 3 topic or subject area.*
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own perspective from that of the author of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.