

**Technical Report #1225**

**The Development of the easyCBM CCSS Reading Assessments:**

**Grade 7**

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## Abstract

In this technical report, we document the development and piloting of easyCBM reading measures aligned to the Common Core State Standards, designed for use in screening students at risk for reading difficulty and monitoring their progress as they develop reading skills. The measures, which assess students' ability to respond to multiple-choice reading comprehension questions, were designed with the specific needs of students classified as "persistently low-performing". Sub-tests include *Read to Perform a Task*, *Informational Text*, and *Short Literary Text*, organized together into a comprehensive Common Core Reading Assessment. We begin this report by introducing the student population for which these measures were originally developed. Then, we describe the two main approaches used in the development of the measures, with a focus first on content validity and then on the psychometric properties underlying the creation of comparable alternate forms. We include the results of our Item Response Theory (IRT) modeling used during test development. For ease of reference, we present the results for each grade level's analyses in its own technical report yet repeat the introductory sections across all technical reports in this series, as the development process and the research base on which these assessments were developed does not vary by grade.

**The Development of the easyCBM CCSS Reading Assessments: Grade 7**  
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As data-based decision making and Response to Intervention (RTI) gain popularity, the need increases for reliable measures of reading proficiency appropriate for use with students who struggle in that construct. Although fluency-based measures have a long-standing tradition of successful application in school settings, few would argue that it is enough to be a *fluent* reader; to be a competent reader, one must also be able to comprehend the material one is reading. Thus, there is an increasing call for direct measures of comprehension, particularly measures that assess students' ability to understand and interpret a variety of texts (including non-fiction and graphics-based text display). The call for states to move toward adopting the Common Core State Standards (CCSS) in literacy—standards which specify that students demonstrate facility with a variety of text types—prompted us to develop these measures with two goals in mind. First, the assessments must reflect the type of reading called for in the CCSS. Second, the measures must be appropriate for use with a wide range of students, with a particular emphasis on students who struggle in the area of reading. Our focus with the measures discussed in this technical report was on creating measures appropriate for use with students who are significantly under-performing in the area of reading when compared to their same-grade peers.

**Persistent Low-Performers**

The *Improving the Academic Achievement of the Disadvantaged; Individuals With Disabilities Education Act* (IDEA) specifies that approximately 20% of students with disabilities might most appropriately be assessed based on grade-level content standards but modified academic achievement standards. This subgroup of students with disabilities, sometimes referred to as the 2% student population in acknowledgment that they would make up roughly 2% of the

student population as a whole, are most likely students with disability categories that are not listed in the IDEA. Students in the 2% population are generally found to not respond to interventions persistently (McMaster, Fuchs, Fuchs, & Compton, 2005, Torgensen, Alexander, Wagner, Rashotee, Voeller, & Conway, 2001). Providing persistently low-performing students with appropriate assessments is important because assessments that are too challenging may demonstrate a floor effect, simultaneously reducing students' motivation to continue to try on future assessments, whereas assessments that are not sufficiently challenging may not provide information useful to educators when making instructional decisions for these students.

The easyCBM CCSS reading assessments are intended to provide educators with accessible measures to assess students' reading comprehension. As part of the suite of reading assessments available on the online easyCBM learning system (Alonzo, Ulmer, Tindal, & Glasgow, 2006), the easyCBM CCSS reading measures are designed to provide a bridge between the easyCBM Passage Reading Fluency (PRF) measures and the lengthier and more cognitively challenging easyCBM Multiple Choice Reading Comprehension (MCRC) measures. They were developed to include both benchmark / screening and progress monitoring assessments.

### **Universal Design for Assessments**

Assessments that are universally designed encourage testing conditions that are accessible and fair to a wide range of students. Some considerations taken into account when designing assessments that are universally designed include: (a) measuring true constructs while eliminating irrelevant ones, (b) recognizing the diversity of the test-taker population, (c) providing texts that are concise and clear, (d) having clear format and visual information, and (e) the ability to change formatting without compromising the meaning or difficulty of the assessment. Universally Designed assessments aim to provide valid interpretation of all test-

takers' abilities and skills, including those with disabilities (Johnstone, Altman, & Thurlow, 2006).

The measurement development team followed guidelines for using Universal Design elements in assessments as recommended by the NCEO (Johnstone, Altman, & Thurlow, 2006). The team also utilized the Test Accessibility and Modification Inventory (TAMI) (Beddow, Kettler, & Elliott, 2008). These tools were used to enhance accessibility and fairness measuring reading skill of our target test-takers.

### **Common Core State Standards**

These assessments are designed to address the Common Core State Standards for reading in Literature, Informational Text, and Literacy in Science and Technical Subjects (retrieved April 2, 2012 from <http://www.corestandards.org/>). The *Literary Text* sub-tests assess students' ability to understand key ideas and details and identify elements related to craft and structure that contribute to their ability to discern the meaning of a wide range of text types varying in complexity. The texts include stories, short dramas, and poetry. The *Informational Text* and *Read to Perform a Task* sub-tests present students with a wide range of non-fiction text, varying in complexity, and require students to demonstrate their ability to understand key ideas and details and identify elements of the writing craft and structure that contribute to the meaning of the text. Texts for these sub-tests are drawn from a variety of content areas, and include biographies and autobiographies, history, social studies, science, and the arts; as well as technical texts, including directions, forms, and information displayed in graphs, charts, or maps on a range of topics.

### **Methods**

#### **Instrument Development**

The easyCBM CCSS Reading assessments were written by a team of educators with

experience teaching students in the grade levels for which the tests were intended to be used and particular expertise working with struggling readers. All item writers received training on Universal Design for Assessment, item development, and the content standards to which the assessments are aligned. After they had received their training, item writers worked independently, writing stories and informational text passages to be used for the *Literary* and *Informational Text* sub-tests and sketching out graphics to be used for the *Read to Perform a Task* sub-tests. A graphic artist was hired to render the graphics in a format that would enable them to be delivered by computer. Item writers also wrote five selected-response questions for each of the passages / graphics they created. Each question was targeted to address a specific content standard related to reading proficiently at the grade level for which the assessment was intended. Each question was followed by three possible answer choices. Item writers were instructed to create one correct answer and two plausible distractors for each item. Item writing took place during 2010 and 2011.

All passages / graphics files and selected-response questions and answer options were loaded to a secure database, where they then underwent a detailed review. Every item was reviewed by a group of 3 – 5 members of the research team with training in measurement and assessment development. During the review, the research team checked each item for potential bias, appropriateness for students in the intended grade level, and adherence to the principles of Universal Design for Assessment. Revisions were made directly to the database when needed, and the complete set of items, numbering 900 per grade, grades 3 – 8, were deemed ready for empirical testing in the fall of 2011.

### **Item Piloting**

Items were piloted in November – December, 2011 in convenience samples of students

whose teachers signed up to participate in the item piloting via the easyCBM online assessment system. No financial incentives were provided for participating. Participants included students from the states of Oregon, Washington, Montana, Florida, Texas, Illinois, California, and Wisconsin. Teachers were asked to include the full range of students in their classes in the piloting, including students with disabilities and English language learners. To ensure anonymity of student and teacher participants, no demographic or other identifying information was collected from participants.

During item piloting, a specialized website was developed to provide easy access to the items for teachers and their students. Teachers were given a secure URL and were instructed to have their students log on to the website and select the grade level in which they were currently enrolled. Upon selecting their grade, students were presented with a series of 25 assessment items, clustered into five sub-tests, each with a prompt (text or graphic), followed by five multiple choice questions. Common items across all test takers at a given grade level enabled us to scale all 900 grade-level items concurrently, although no student completed any more than 25 items during the item piloting. To ensure adequate numbers of students for scaling each item and to reduce the potential for a “class effect” whereby students in a given class might all be presented with particularly easy or difficult item sets, the computer system randomly assigned students to subtests.

Item piloting took place entirely online, with students reading the passages / graphics and selecting the answer they thought was most correct directly on the computer. Data were captured automatically each time a student responded to a question. Students had the option to go back and change an answer on a particular sub-test, but were unable to do so once they had moved on to the next sub-test, with its set of five questions.



## Data Analysis

Data from the item piloting were analyzed using Item Response Theory, where each passage / graphic and its accompanying five questions was treated as a testlet, in recognition of the nested nature of the data. Based on results of this piloting, passages / graphics and their accompanying questions were organized into assessments consisting of two *Literary Text* sub-tests, two *Informational Text* sub-tests and one *Read to Perform a Task* sub-test. In all, ten such tests were created to be used for progress monitoring and three to be used for benchmark / screening (fall, winter, and spring).

## Results

Tables 1-10 indicate the specific items included on each progress monitoring form of the assessment, along with the standards addressed by those items and results of the IRT analysis. IRT information provided includes: the IRT *Measure* (a rough indication of the “difficulty” of the items: zero indicates an item with estimated *average* difficulty, a measure less than zero indicates *below average* difficulty, while a measure greater than zero indicates *above average* difficulty); *Count* (number of students whose responses were included in the analysis); *Error* (Standard Error); *Mean Square Outfit*, and *Discrimination*. Tables 11 – 13 present this same information, but for the Benchmark assessments. Table 14 presents this information for the items not currently placed into any of the test forms.

Table 1  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_1 = 0.86*

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 1         | 1      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.<br>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.<br>Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75041<br>to<br>75045 | -1.63   | 50    | 0.48  | 1.66               | -0.80          |

Table 1 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------|---------|-------|-------|--------------------|----------------|
| 1         | 2      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure               | Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75086 to 75090 | 2.95    | 51    | 0.99  | 2.37               | 0.67           |
| 1         | 3      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.  | 75566 to 75570 | -1.08   | 48    | 0.37  | 1.06               | 0.94           |

Table 1 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| 1         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75886 to 75890 | 3.59    | 48    | 0.43  | 0.40               | 1.38           |
| 1         | 5      | Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.  | 75201 to 75205 | 0.46    | 48    | 0.31  | 0.80               | 1.20           |

## easyCBM CCSSS Reading: Grade 7

Table 2  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_2 = 0.61*

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| 2         | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).  | 75621 to 75625 | -1.34   | 49    | 0.39  | 0.86               | 1.14           |
| 2         | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text.   | 75801 to 75805 | 2.05    | 48    | 0.44  | 0.67               | 1.14           |
| 2         | 3      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. | 75611 to 75615 | -1.37   | 51    | 0.42  | 0.37               | 1.37           |

## easyCBM CCSSS Reading: Grade 7

Table 2 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| 2         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75751 to 75755 | 3.29    | 46    | 0.46  | 0.82               | 1.02           |
| 2         | 5      | Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.  | 75831 to 75835 | 0.44    | 50    | 0.23  | 0.60               | 1.37           |

## easyCBM CCSSS Reading: Grade 7

Table 3  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_3 = 0.56*

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 3         | 1      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure     | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text. Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. | 75536<br>to<br>75540 | -1.21   | 50    | 0.47  | 0.99               | 0.94           |
| 3         | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text.   | 75666<br>to<br>75670 | 1.98    | 49    | 0.28  | 0.45               | 1.43           |

## easyCBM CCSSS Reading: Grade 7

Table 3 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 3         | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).  | 75436<br>to<br>75440 | -1.61   | 50    | 0.63  | 1.10               | 0.87           |
| 3         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75256<br>to<br>75260 | 3.24    | 48    | 0.58  | 1.01               | 0.93           |
| 3         | 5      | Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.  | 75741<br>to<br>75745 | 0.42    | 47    | 0.37  | 9.90               | 0.55           |



easyCBM CCSSS Reading: Grade 7

Table 4  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_4 = 0.22*

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| 4         | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). Identify and analyze development of themes conveyed through characters, actions, and images. | 75396 to 75400 | -0.98   | 48    | 0.58  | 1.07               | 0.88           |
| 4         | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.                                      | 75486 to 75490 | 1.45    | 49    | 0.98  | 9.84               | -0.63          |
| 4         | 3      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.   | 75521 to 75525 | -1.66   | 47    | 0.46  | 1.34               | 0.88           |

## easyCBM CCSSS Reading: Grade 7

Table 4 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------|---------|-------|-------|--------------------|----------------|
| 4         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75661 to 75665 | 2.11    | 48    | 0.63  | 2.90               | 0.32           |
| 4         | 5      | Read to Perform a Task   | Locate information by using consumer product information.  | 75426 to 75430 | 0.17    | 48    | 0.34  | 1.46               | 0.58           |

## easyCBM CCSSS Reading: Grade 7

Table 5  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_5 = 0.39*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 5         | 1      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75266<br>to<br>75270 | -0.83   | 46    | 0.53  | 0.70               | 0.91           |
| 5         | 2      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.  | 75446<br>to<br>75450 | 1.25    | 51    | 0.40  | 0.70               | 1.12           |

## easyCBM CCSSS Reading: Grade 7

Table 5 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| 5         | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75121 to 75125 | -0.53   | 49    | 0.43  | 1.39               | 1.09           |
| 5         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75391 to 75395 | 2.07    | 45    | 0.49  | 0.42               | 1.34           |
| 5         | 5      | Read to Perform a Task   | Locate information by using consumer product information.   | 75066 to 75070 | -0.01   | 51    | 0.37  | 0.66               | 1.44           |

## easyCBM CCSSS Reading: Grade 7

Table 6  
 Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_6 = 0.11

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 6         | 1      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure               | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75851<br>to<br>75855 | -0.81   | 48    | 0.52  | 0.28               | 1.49           |
| 6         | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze development of themes conveyed through characters, actions, and images.   | 75576<br>to<br>75580 | 1.12    | 49    | 0.42  | 0.59               | 1.41           |
| 6         | 3      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.   | 75656<br>to<br>75660 | -0.47   | 46    | 0.94  | 1.32               | 0.12           |

## easyCBM CCSSS Reading: Grade 7

Table 6 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 6         | 4      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. | 75251<br>to<br>75255 | 1.61    | 49    | 0.62  | 0.71               | 1.20           |
| 6         | 5      | Read to Perform a Task   | Locate information by using consumer product information.  | 75516<br>to<br>75520 | -0.91   | 48    | 0.24  | 3.01               | 0.55           |

## easyCBM CCSSS Reading: Grade 7

Table 7  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_7 = 1.41*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 7         | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text. Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).      | 75081<br>to<br>75085 | -0.62   | 49    | 0.45  | 5.51               | 0.92           |
| 7         | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze development of themes conveyed through characters, actions, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text. | 75756<br>to<br>75760 | 0.90    | 48    | 0.43  | 0.58               | 1.22           |

## easyCBM CCSSS Reading: Grade 7

Table 7 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type  | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|---|--|----------------------|---------|-------|-------|--------------------|----------------|
| 7         | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure        | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75526<br>to<br>75530 | -0.31   | 49    | 0.41  | 0.71               | 1.16           |
| 7         | 4      | Informational Text:<br>Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.  | 75296<br>to<br>75300 | 4.66    | 50    | 0.59  | 1.24               | 0.50           |
| 7         | 5      | Read to Perform a Task  | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.   | 75381<br>to<br>75385 | 2.45    | 50    | 0.30  | 0.81               | 1.17           |



## easyCBM CCSSS Reading: Grade 7

Table 8  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_8 = 1.50*

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 8         | 1      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure     | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75671<br>to<br>75675 | -0.57   | 50    | 0.74  | 0.46               | 1.10           |
| 8         | 2      | Literary Text:<br>Demonstrate General Understanding<br>Literary Text:<br>Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze development of themes conveyed through characters, actions, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text.  | 75126<br>to<br>75130 | 0.88    | 49    | 0.39  | 0.30               | 1.50           |

Table 8 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 8         | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text.<br>Determine the author's purpose and how the author's perspective influences the text.<br>Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75706<br>to<br>75710 | -0.28   | 50    | 0.33  | 0.81               | 1.14           |

## easyCBM CCSSS Reading: Grade 7

Table 8 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 8         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75076<br>to<br>75080 | 4.69    | 50    | 0.49  | 1.17               | 0.96           |
| 8         | 5      | Read to Perform a Task   | Locate information by using consumer product information.  | 75696<br>to<br>75700 | 2.78    | 51    | 0.23  | 0.52               | 1.46           |

## easyCBM CCSSS Reading: Grade 7

Table 9  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_9 = 1.89*

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| 9         | 1      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75221<br>to<br>75225 | -0.38   | 47    | 0.52  | 1.99               | 0.57           |

## easyCBM CCSSS Reading: Grade 7

Table 9 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type  | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|---|---|----------------------|---------|-------|-------|--------------------|----------------|
| 9         | 2      | Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure            | Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.<br>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.<br>Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75176<br>to<br>75180 | 0.54    | 48    | 0.39  | 1.33               | 0.76           |
| 9         | 3      | Informational Text:<br>Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.<br>Predict future outcomes supported by the text.  | 75476<br>to<br>75480 | 0.17    | 49    | 0.75  | 0.17               | 1.39           |

## easyCBM CCSSS Reading: Grade 7

Table 9 (Continued)  
Results of IRT Analysis

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 9         | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75616<br>to<br>75620 | 5.88    | 49    | 0.75  | 0.74               | 0.59           |
| 9         | 5      | Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.   | 75651<br>to<br>75655 | 3.23    | 50    | 0.21  | 0.75               | 1.20           |

## easyCBM CCSSS Reading: Grade 7

Table 10  
*Results of IRT Analysis, Mean Measure of Progress Monitoring Measure 7\_10 = 1.98*

| Test Form | Item # | Reading Type   | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------|---------|-------|-------|--------------------|----------------|
| 10        | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text. Infer the main idea when it is not explicitly stated, and support with evidence from the text.   | 75891 to 75895 | -0.34   | 49    | 0.50  | 0.65               | 1.25           |
| 10        | 2      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure     | Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75761 to 75765 | 0.40    | 45    | 0.41  | 1.93               | 0.40           |

## easyCBM CCSSS Reading: Grade 7

Table 10 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 10        | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75346<br>to<br>75350 | 0.22    | 50    | 0.56  | 0.41               | 1.31           |



## easyCBM CCSSS Reading: Grade 7

Table 10 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| 10        | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75841<br>to<br>75845 | 5.89    | 49    | 0.59  | 0.58               | 1.20           |
| 10        | 5      | Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.   | 75291<br>to<br>75295 | 3.73    | 47    | 0.27  | 0.82               | 1.10           |

## easyCBM CCSSS Reading: Grade 7

Table 11  
*Results of IRT Analysis, Mean Measure of Benchmark Measure 7\_Fall = 1.14*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| bm1       | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify and analyze development of themes conveyed through characters, actions, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text.   | 75261<br>to<br>75265 | -1.72   | 49    | 0.32  | 1.38               | 0.87           |
| bm1       | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation           | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.   | 75441<br>to<br>75445 | 2.91    | 46    | 0.38  | 0.53               | 1.32           |
| bm1       | 3      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. | 75746<br>to<br>75750 | -1.00   | 48    | 0.41  | 0.75               | 1.06           |

## easyCBM CCSSS Reading: Grade 7

Table 11 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| bm1       | 4      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). | 75796<br>to<br>75800 | 3.73    | 46    | 0.46  | 0.33               | 1.33           |
| bm1       | 5      | Read to Perform a Task   | Locate information by using consumer product information.  | 75246<br>to<br>75250 | 1.78    | 50    | 0.26  | 0.68               | 1.39           |

## easyCBM CCSSS Reading: Grade 7

Table 12  
*Results of IRT Analysis, Mean Measure of Benchmark Measure 7\_Winter = 1.20*

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| bm2       | 1      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).  | 75531 to 75535 | -1.81   | 49    | 0.55  | 0.96               | 0.89           |
| bm2       | 2      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure     | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75581 to 75585 | 2.87    | 49    | 0.64  | 1.09               | 1.00           |

## easyCBM CCSSS Reading: Grade 7

Table 12 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|---|--|----------------|---------|-------|-------|--------------------|----------------|
| bm2       | 3      | Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. | 75701 to 75705 | -0.90   | 48    | 0.30  | 1.06               | 0.55           |
| bm2       | 4      | Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.  | 75791 to 75795 | 3.90    | 48    | 0.89  | 2.18               | 0.14           |
| bm2       | 5      | Read to Perform a Task  | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.   | 75471 to 75475 | 1.95    | 49    | 0.27  | 0.64               | 1.35           |

## easyCBM CCSSS Reading: Grade 7

Table 13  
*Results of IRT Analysis, Mean Measure of Benchmark Measure 7\_Spring = 1.17*

| Test Form | Item # | Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------|---------|-------|-------|--------------------|----------------|
| bm3       | 1      | Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure           | Identify and analyze development of themes conveyed through characters, actions, and images. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75491 to 75495 | -2.02   | 45    | 0.39  | 0.67               | 1.34           |
| bm3       | 2      | Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation       | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text.   | 75036 to 75040 | 2.86    | 48    | 0.39  | 0.51               | 1.34           |
| bm3       | 3      | Informational Text: Develop an Interpretation<br>Informational Text: Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions.  | 75481 to 75485 | -0.86   | 49    | 0.61  | 9.90               | -0.30          |

## easyCBM CCSSS Reading: Grade 7

Table 13 (Continued)  
*Results of IRT Analysis*

| Test Form | Item # | Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|-----------|--------|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| bm3       | 4      | Informational Text: Demonstrate General Understanding<br>Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. | 75431<br>to<br>75435 | 3.90    | 48    | 0.75  | 2.97               | 0.35           |
| bm3       | 5      | Read to Perform a Task   | Locate information by using consumer product information.   | 75156<br>to<br>75160 | 1.97    | 48    | 0.34  | 9.90               | 0.31           |

Table 14  
Items Not Used

| Reading Type   | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|--|----------------|---------|-------|-------|--------------------|----------------|
| Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text.  | 75306 to 75310 | -5.97   | 45    | 0.81  | 0.97               | 0.05           |
| Literary Text: Develop an Interpretation<br>Literary Text: Examine Content and Structure     | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Infer unstated reasons for actions based on events and images in the text.<br>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.<br>Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).<br>Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75356 to 75360 | -5.09   | 46    | 0.66  | 0.97               | 0.90           |



Table 14 (Continued)  
*Items Not Used*

| Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.                     | 75131<br>to<br>75135 | -4.87   | 48    | 0.45  | 0.16               | 1.54           |
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer the main idea when it is not explicitly stated, and support with evidence from the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75401<br>to<br>75405 | -3.63   | 46    | 0.41  | 0.75               | 1.02           |

Table 14 (Continued)  
*Items Not Used*

| Reading Type   | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|---|----------------|---------|-------|-------|--------------------|----------------|
| Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text. Identify and analyze development of themes conveyed through characters, actions, and images.  | 75216 to 75220 | -3.57   | 46    | 0.60  | 7.16               | -1.45          |
| Literary Text: Demonstrate General Understanding<br>Literary Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text. Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). | 75351 to 75355 | -3.57   | 47    | 0.82  | 1.43               | 0.60           |

## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type   | Standard   | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|--|----------------------|---------|-------|-------|--------------------|----------------|
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. Infer the main idea when it is not explicitly stated, and support with evidence from the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75626<br>to<br>75630 | -2.29   | 46    | 0.45  | 1.76               | 1.08           |
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Infer unstated reasons for actions based on events and images in the text. Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.   | 75896<br>to<br>75900 | 0.00    | 46    | 0.00  | 1.00               | 1.00           |

## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure     | Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.<br>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.<br>Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75806<br>to<br>75810 | 3.60    | 44    | 0.92  | 0.86               | 2.22           |
| Literary Text:<br>Demonstrate General Understanding<br>Literary Text:<br>Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.<br>Identify and analyze development of themes conveyed through characters, actions, and images.  | 75846<br>to<br>75850 | 3.90    | 48    | 0.41  | 0.96               | 0.97           |

Table 14 (Continued)  
*Items Not Used*

| Reading Type                                     | Standard  | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|---|----------------|---------|-------|-------|--------------------|----------------|
| Literary Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections. Predict future outcomes supported by the text.   | 75171 to 75175 | 3.95    | 48    | 1.24  | 3.60               | -0.69          |
| Literary Text: Develop an Interpretation         | Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. Identify and analyze development of themes conveyed through characters, actions, and images.  |                |         |       |       |                    |                |
| Literary Text: Examine Content and Structure     | Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts. Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75716 to 75720 | 4.33    | 48    | 0.69  | 0.15               | 1.40           |

## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type   | Standard  | Item Name            | Measure | Count | Error | Mean Square Outfit | Discrimination |
|--|---|----------------------|---------|-------|-------|--------------------|----------------|
| Literary Text:<br>Develop an Interpretation<br>Literary Text:<br>Examine Content and Structure | Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s). Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.<br>Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.<br>Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood). Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works. | 75311<br>to<br>75315 | 4.87    | 50    | 0.66  | 0.87               | 1.12           |
| Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.  | 75561<br>to<br>75565 | -6.90   | 2521  | 0.08  | 0.83               | 0.98           |
| Read to Perform a Task   | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.  | 75021<br>to<br>75025 | -2.47   | 47    | 0.39  | 1.81               | 0.00           |

## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Read to Perform a Task                                | Locate information by using consumer product information.  | 75876 to 75880 | -2.46   | 48    | 0.39  | 0.92               | 1.00           |
| Read to Perform a Task                                | Locate information by using consumer product information.  | 75336 to 75340 | -2.27   | 50    | 0.37  | 0.18               | 1.32           |
| Read to Perform a Task                                | Locate information by using consumer product information.  | 75786 to 75790 | -1.99   | 51    | 0.39  | 0.98               | 0.91           |
| Read to Perform a Task                                | Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.       | 75111 to 75115 | -1.24   | 50    | 0.28  | 0.60               | 1.42           |
| Read to Perform a Task                                | Locate information by using consumer product information.  | 75606 to 75610 | -1.15   | 49    | 0.34  | 1.00               | 1.04           |
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.   | 75341 to 75345 | -11.43  | 50    | 0.55  | 0.48               | 0.43           |
| Informational Text: Develop an Interpretation         | Predict future outcomes supported by the text.<br>Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. |                |         |       |       |                    |                |

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary.   | 75881 to 75885 | -9.82   | 49    | 0.66  | 0.54               | 1.05           |
| Informational Text: Develop an Interpretation         | Predict future outcomes supported by the text. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text.   | 75166 to 75170 | -5.55   | 47    | 0.38  | 0.49               | 1.24           |
| Informational Text: Examine Content and Structure     | Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). |                |         |       |       |                    |                |



## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. | 75836 to 75840 | -3.67   | 50    | 0.51  | 2.87               | 0.44           |
| Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.  | 75026 to 75030 | -3.55   | 48    | 0.37  | 0.39               | 1.32           |
| Informational Text: Demonstrate General Understanding Informational Text: Develop an Interpretation | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. | 75206 to 75210 | -3.30   | 48    | 1.21  | 0.22               | 1.45           |

Table 14 (Continued)  
*Items Not Used*

| Reading Type                                      | Standard   | Item Name | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|-----------|---------|-------|-------|--------------------|----------------|
| Informational Text: Develop an Interpretation     | Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Determine the author's purpose and how the author's perspective influences the text. | 75301     | -2.83   | 47    | 0.37  | 0.91               | 0.89           |
|   |  | 75305     |         |       |       |                    |                |
| Informational Text: Examine Content and Structure | Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).  |           |         |       |       |                    |                |

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. | 75386 to 75390 | -2.58   | 48    | 0.56  | 0.28               | 1.45           |
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text.  | 75161 to 75165 | -2.38   | 48    | 0.67  | 0.20               | 1.47           |

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.   | 75116 to 75120 | -2.21   | 49    | 0.51  | 1.58               | 0.85           |
| Informational Text: Develop an Interpretation         | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text.  | 75571 to 75575 | 0.26    | 48    | 0.58  | 0.44               | 1.19           |
| Informational Text: Examine Content and Structure     | Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). |                |         |       |       |                    |                |

## easyCBM CCSSS Reading: Grade 7

Table 14 (Continued)  
*Items Not Used*

| Reading Type  | Standard   | Item Name      | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|----------------|---------|-------|-------|--------------------|----------------|
| Informational Text: Develop an Interpretation         | Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Infer the main idea when it is not explicitly stated, and support with evidence from the text.  | 75211 to 75215 | 0.48    | 46    | 0.33  | 0.67               | 1.29           |
| Informational Text: Examine Content and Structure     | Determine the author's purpose and how the author's perspective influences the text. Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect). |                |         |       |       |                    |                |
| Informational Text: Demonstrate General Understanding | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. Predict future outcomes supported by the text. Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.   | 75071 to 75075 | 1.11    | 48    | 0.94  | 0.92               | 0.11           |
| Informational Text: Develop an Interpretation         |  |                |         |       |       |                    |                |

Table 14 (Continued)  
*Items Not Used*

| Reading Type                                      | Standard   | Item Name | Measure | Count | Error | Mean Square Outfit | Discrimination |
|---|--|-----------|---------|-------|-------|--------------------|----------------|
| Informational Text: Develop an Interpretation     | Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images. Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. Determine the author's purpose and how the author's perspective influences the text. | 75031     | 6.58    | 48    | 0.46  | 0.52               | 1.25           |
|   |  | 75035     |         |       |       |                    |                |
| Informational Text: Examine Content and Structure | Differentiate between conclusions that are based on fact and those that are based on opinions. Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).  |           |         |       |       |                    |                |

## Discussion

As with Grades 4 – 6, results from our Grade 7 analyses indicate no clear pattern in terms of which of the three sub-tests students find most challenging. On the Benchmark test forms, for example, the mean difficulty for the items on the *Read to Perform a Task* sub-test of the Fall, Winter, and Spring measures was 1.78, 1.95, and 1.97, respectively. The difficulty of the *Short Literary Text* and *Informational Text* sub-tests seems to vary greatly, depending on the specific passage and set of questions. Whereas the average *measure* for the Grade 7 Benchmark *Short Literary Text* sub-tests ranged from 0.42 to 0.60, the actual benchmark test forms ranged from a low of -2.02 to a high of 2.91. Likewise, the average *measure* for the Grade 7 Benchmark *Informational Text* sub-tests ranged from 1.37 to 1.52, while the actual test forms ranged from a low of -1.00 to a high of 3.90.

Similar patterns were found for the progress monitoring test forms as well. On the progress monitoring test forms, the mean difficulty for the items on the *Read to Perform a Task* sub-test ranged from -0.91 to 3.73. The average *measure* for the Grade 7 progress monitoring *Short Literary Text* sub-tests ranged from 0.03 to 0.66, while the actual test forms ranged from a low of -1.63 to a high of 2.95. Likewise, the average *measure* for the Grade 7 progress monitoring *Informational Text* sub-tests ranged from 0.23 to 3.06, while the actual test forms ranged from a low of -1.66 to a high of 5.89.

It is important to note that the sub-tests are not intended to be used to provide scores specific to the type of material with which students were presented (*Short Literary Text*, *Informational Text*, and *Read to Perform a Task*). With only five items per sub-test, such scores would not be a robust or reliable estimate of students' knowledge or skill in a particular area. Additional studies (see, for example, Alonzo, Park, & Tindal, 2012) present the results of

construct validity studies that add further evidence that although these sub-tests present students with different types of text with which to work, all three measure a single construct. Thus, although it might be tempting to report that a particular student has mastered (or is struggling with) a particular type of reading material, such claims would not be warranted or supported by the results of the easyCBM CCSS Reading Measures.



### References

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