



## RTI<sup>2</sup> - EASYCBM FAQ

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**1. I am locked out of my easyCBM account. How do I reset my password?**

To have your password reset, email [RTI2@scsk12.org](mailto:RTI2@scsk12.org) and include your name, school, title, and SCS email address. New teachers/staff will follow the same instructions.

**2. I am able to log into easyCBM but I do not have any students under my name. What do I do?**

Contact your school's building lead and request to have your students added to easyCBM. Building leads have access to add or remove students from teacher's roster.

**3. Who has building level access to easyCBM at my school?**

RTI Leads, Principals, Assistant Principals, PLC Coaches, Instructional Facilitators, Counselors, SPED Dept. Chairs, Librarian, Interventionists. (\*Teachers who are RTI leads do not have building level access to easyCBM)

**4. I have a student who was retained, so he/she has already taken the grade level benchmark from last year and he/she is not able to take it again online, what do I do?**

Email [RTI2@scsk12.org](mailto:RTI2@scsk12.org), include the student's name, DOB, grade level, and PowerSchool ID#. The help desk will retain the student in easyCBM so that he/she can retake the test online.

**5. I am not able to enter benchmark scores in easyCBM. What are my next steps?**

Benchmark scores can only be entered during the benchmark window period. If the window has closed, please keep a paper/pencil copy of the scores. Save scores in your school's RTP<sup>2</sup> folder.

**Do I benchmark students on instructional level or grade level?**

Benchmarks are given at grade level 3 times a year. Progress monitoring is completed at the instructional level.

**6. Can students benchmark and progress monitor online?**

Yes, all K-8 students can benchmark and progress monitor online. High School students can only progress monitor online and will need to benchmark paper/pencil. \*All kindergarten and 1st grade reading probes and Passage Reading Fluency probes must be taken paper/pencil, but may be scored online.

**7. I have completed benchmarking my students, what do I do next?**

Find instructional levels for each student, complete the Referral to RTI<sup>2</sup> Data Team form, and convene an RTP<sup>2</sup> Data Team to develop a Student Intervention Plan. Begin to intervene and progress monitor the student on their instructional level as indicated on their Student Intervention Plan. For more information, refer to the SCS RTI Implementation Guide located on the Curriculum & Instruction Website. <http://www.scsk12.org/ci/>



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8. **All of the progress monitoring probes have been given at my student's instructional level. There is not a place for me to enter a new score. Should I go back to the first probe, delete the old score and enter the new one?**

Data should not be deleted from easyCBM. The RTI<sup>2</sup> Data Team should review the student's data to determine if the student should change instructional level or skill. If the student is not ready to move to another skill or instructional level, email [RTI2@scsk12.org](mailto:RTI2@scsk12.org), include the student's name, DOB, grade level, and PowerSchool ID#. The help desk will retain the student in easyCBM so that he/she can retake the probes online.

9. **Do we benchmark the students currently being progress monitored in ALL areas of reading (if this is their deficit area) or do we simply benchmark them in their ONE deficit area (i.e. passage reading fluency, reading comprehension, etc.)?**

Yes, all 3 areas of Reading should be benchmarked.

10. **In the past, if currently identified students were flagged in an additional area (reading or math) on winter and spring benchmarks, we simply continued with progress monitoring in their area and ignored the benchmark. Do we still operate by this method or do we need to give a student this benchmark even though we do not change the deficit area and rather use progress monitoring data to do so?**

Yes, the student should continue to be benchmarked. While progress monitoring data ultimately determines movement between skills and instructional levels, the benchmark data is useful in determining when to move up or down. In addition, the benchmark data helps us know how the child is performing on grade level versus instructional level.