How do I handle students who skip to easy problems on MCBM?

The intent is not for students to skip to easier problems. If this is occurring, teachers should redirect students and prompt them to attempt each item in order. As we revise M-CBM for release next year, however, we will be reformatting the test and re-ordering items. The format, scoring, and construction of the probes will follow that of M-CAP. Therefore, items, generally speaking, will be placed in order of difficulty -- with easier items being introduced at the beginning followed by progressively more difficult items. The design for CBM math probes is rooted in randomization of mathematical domains. The original author of M-CBM did not control for item difficulty. New development approaches employed by the AIMSweb research team, however, are controlling for both randomization and item difficulty. This new approach minimizes the potential for skipping, and if it does occur, mitigates the statistical impact.