

The Use of Curriculum Based Measures (CBM) for English Language Learners: Spanish Directions for CBM Probes

Spanish directions for CBM reading, math calculations and or written expression probes may be used to assess Spanish speaking students who may not understand English CBM directions. Whether students are asked to read passages or write in their native language, or in English depends on the question being addressed.

Use of Spanish reading probes or written expression in Spanish

For students coming recently from another country where instruction was in a language other than English, it is very helpful to determine academic proficiency in the native language (L1). DeRamirez and Shapiro (2007) found that Curriculum Based Measures in reading (R-CBM) measuring oral reading fluency in Spanish passages of Spanish speaking ELLs who were in bilingual education in the beginning of the school year, predicted reading fluency in English passages at the end of the year. Several studies have investigated the highly predictive value of student performance on phonics and phonemic awareness, assessed in either native language or in English, on ELL's acquisition of academic skills in English (August and Shanahan, 2006; Baker, Cummings, Good, and Smolkowski, 2007).

Obtaining a writing sample from students in their native language may yield helpful information concerning written expression skills. Students write a story for three minutes based on a story starter and one minute of 'think time'. As there are no normative samples of CBM written expression from students who speak other languages than English, norm reference comparisons are possible only if there is a sample of students with a similar language background (e.g., a classroom full of students with a similar language history). This may be possible in schools with a large number of students receiving bilingual education. Obtaining such a writing sample may provide a window into what the student is capable of writing (investigating grammar, spelling and mechanics) in his or her native language.

Use of reading probes or written expression in English.

Students who are being instructed in English may be assessed using CBM reading and written expression measures in English (with directions in Spanish if necessary). ELLs' performance on English CBM measures helps to establish the degree of multi-tiered supports an ELL may need in an English curriculum relative to peers. Progress monitoring in English is helpful to determine progress an ELL is making in an English curriculum.

Questions and Cautions

Many questions remain for ELLs in respect to use of CBM for various decisions. For example: What is typical growth for an English language learner (language acquisition, academic) in order to gauge when our efforts are making a positive impact? Are rates of progress similar for those ELLs at various degrees of English acquisition? When is progress so weak that we provide long term specialized support, such as instructional modification and accommodations through an Individualized Education Program? Concerns about addressing these questions and issues with valid assessments are not new to the process of evaluating educational disability for ELLs. Practitioners working with ELLs have always had to select the best tools available, recognize their limitations, and make decisions concerning the most appropriate recommendations for students.

August, D., Shanahan, T. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwan, NJ: Lawrence Erlbaum Associates.

Baker, D. L., Cummings, K. D., Good, R. H., & Smolkowski, K. (2007). *Indicadores dinámicos del éxito en la lectura (IDEL): Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade*. (Technical Report No.1) Eugene, OR: Dynamic Measurement Group.

De Ramírez, R.D., Shapiro, E.S. (2007). Cross-language relationship between Spanish and English oral reading fluency among Spanish-speaking English language learners in bilingual education classrooms. Psychology in the Schools, 44, p795-806.

Spanish Math CBM Directions - Administration of 2 minute math probes Group addition (or subtraction) math directions (Spanish)

CBM math probes can be conducted for individuals, small groups or large groups. They can be generated at interventioncentral.org. AIMSweb also provides graded CBM math probes (aimswenb.com) with a subscription.

Steps

1. Place copies of the math sheet face down on the students desk. Ask students to put their names on the back of the sheet.

2. Say:

"Este papel en sus mesas tiene problemas de matemática. Todos los problemas son de adición o suma (resta). Cuando yo les diga empiezen, contesten los problemas. Empiezen con el primer problema y trabajen a través de la página. (Demonstrate going across the page) Entonces sigan a la próxima línea. Si no pueden responder, dibujen una X, y vayan a la próxima. Si terminan la página, siguen a la próxima." (Pause) "Empiezen "

(After two minutes) *"Dejen los lápices por favor"*

Collect the papers. CBM math is scored digits correct in two minutes/errors. Scoring guidelines are available at interventioncentral.org and aimswenb.com (under 'Training and Support').

Alternate directions CBM (Spanish) - Group mixed addition/subtraction/multiplication/division math directions

1. Place copies of the math sheet face down on the students desk. Ask students to put their names on the back of the sheet.

2. Say:

"Este papel en sus mesas tiene problemas de matemáticas. Hay problemas diferentes en los papeles. Algunos son de (adición o suma; y algunos son de resta; multiplicación, división). Miren a cada problema con cuidado antes de responder. Cuando yo les diga empiezen, contesten los problemas. Empiezen con el primer problema y trabajen a través de la página. (Demonstrate going across the page) Entonces sigan a la próxima línea. Si no pueden responder, dibujen una X y vayan a la próxima. Si terminan la página, siguen a la próxima." (Pause) "Empiezen. "

(After two minutes)

"Dejen los lápices por favor"

CBM Spanish Letter Reading Directions

Interventioncentral.org provides lists of Spanish letters so that fluency of letter naming can be assessed. Each sheet contains randomly arranged Spanish letters. Standardized directions for letter reading were developed by translating and adapting directions for Curriculum Based Assessment in English (Shapiro, 1996).

CBM Letter reading directions (Spanish)

Place a copy of the letter sheet in front of the students. The examiner typically uses a numbered copy of the passages for easy scoring.

"Cuando yo te diga empieza, lee estas letras, en voz alta, empezando con la parte de arriba de la página. (Point to the first letter) Lee a través de la página. (Move finger across the first row to demonstrate.) Trata de leer cada letra. Si encuentras una letra que no puedes leer, yo la leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?"
"Empieza"

The examiner begins the stopwatch when the first letter is read correctly by either the student or the examiner. If the student does not read the initial letter within three seconds, the examiner says the letter, starts the stopwatch and marks the letter as an error. The examiner continues to say letters that the student does not read correctly in 3 seconds and marks incorrect responses. When a student misreads a letter the examiner may write what the student reads above it to use for error analysis.

After 60 seconds, the examiner says, **"Para"** and places a mark (/) after the last letter the student read within the time period.

Letter naming is scored for letters named correctly (LNC) in one minute/errors.

CBA Spanish Passage Reading Directions

Passages used for Curriculum Based Assessment (CBA) can be taken from most Spanish reading materials. DIBELS and AIMSweb have graded reading passages. Use of basal text is advantageous when the text used is controlled for difficulty at a particular reading level. That way, the student's performance can be compared from week to week in text of similar difficulty. Standardized student directions for the reading passages were developed by translating Curriculum Based Assessment directions (Shapiro, 1996).

CBM - Passage reading directions (Spanish)

Place a copy of the passage in front of the students. The examiner typically uses a numbered copy of the passages for easy scoring.

"Cuando yo te diga empieza, lee en voz alta, empezando con la parte de arriba de la página. Lee a través de la página. Trata de leer cada palabra. Si encuentras una palabra que no puedes leer, yo la leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?" "Empieza"

The examiner begins the stopwatch when the first word is read correctly by either the student or the examiner. If the student does not read the initial word in three seconds, the examiner says the word and starts the stopwatch. As the student reads along in the text, the examiner records any errors by marking a slash (/) through the incorrectly read word. If the student hesitates for more than three (3) seconds for any word, or if the student misreads a word, the examiner reads the word and marks it as an error.

After 60 seconds, the examiner says, **"Para"** and places a mark (/) after the last word the student read within the time period.

Passages are scored for words read correctly (WRC) in one minute/errors.

Directions for CBM Spanish Written Expression

Administration of 3 minute writing probes

CBM writing probes can be conducted for individuals, small groups or large groups.

1. Distribute a sheet of lined paper to students being assessed. Ask students to put their names on the back of the sheet.

2. Say:

"Yo quiero que escriban un cuento. Primero, voy a leer una frase y luego ustedes van a escribir sobre esa frase. Tendrán un minuto para pensar sobre el cuento que van a escribir, y tendrán 3 minutos para escribirlo. Que escriben lo mas bien que pueden. Si no saben cómo escribir una palabra, deberán adivinar. ¿Hay preguntas?"

"Para el próximo minuto piensen en": (give story starter).

(After 1 minute)

"Empiezen a escribir."

(After 3 minutes)

"Dejen los lápices por favor"

Below are some possible story starters for writing probes:

1. ¡Felicidades! Ganaste la lotería de 20 millones de dólares. Escribe(n) un cuento sobre lo que harías.

Congratulations! You just won the lottery for 20 million dollars. What would you do?

2. Escribe un cuento sobre que harías si fueras invisible.

Write a story about what you would do if you were invisible.

3. Escribe un cuento sobre que harías si fueras 20 pies de altura.

Write a story about what you would do if you were 20 feet tall.

4. Escribe un cuento sobre que harías si fueras el principal de la escuela.

Write a story about what you would do if you were the principal of the school.

5. Escribe un cuento sobre que harías si fueras el Presidente de los Estados Unidos.

Write a story about what you would do if you were the President of the United States.

6. Escribe un cuento sobre tu futuro. ¿Que te gustaría estar haciendo en 20 años?

Write a story about your future. What would you like to be doing in 20 years?

7. Escribe un cuento sobre el momento más triste en tu vida.

Write a story about the saddest time in your life.

8. Escribe un cuento sobre el momento más feliz en tu vida.

Write a story about the happiest time in your life.

9. Si pudieras cambiar cualquier cosa en tu vida, ¿Que sería y cómo sería diferente tu vida?

If you could change anything in your life, what would it be and how would your life change?