Curriculum-Based Measurement Workshop Participant Packet

Administration of CBM reading probes

The examiner and the student sit across the table from each other. The examiner hands the student the unnumbered copy of the CBM reading passage. The examiner takes the numbered copy of the passage, shielding it from the student's view.

The examiner says to the student:

> *When I say, 'start,' begin reading aloud at the top of this page. Read across the page* [**demonstrate by pointing**]. *Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?*
>
> [**Pause**] *Start.*

The examiner begins the stopwatch when the student says the first word. If the student does not say the initial word within 3 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 3 seconds on any word, the examiner says the word and marks it as an error. At the end of 1 minute, the examiner says, *Stop* and marks the student's concluding place in the text with a bracket ( ]).

Scoring

Reading fluency is calculated by first determining the total words attempted within the timed reading probe and then deducting from that total the number of incorrectly read words.

The following scoring rules will aid the instructor in marking the reading probe:

➤ Words read correctly are scored as correct:
    --Self-corrected words are counted as correct.
    --Repetitions are counted as correct.
    --Examples of dialectical speech are counted as correct.
    --Inserted words are ignored.

➤ Mispronunciations are counted as errors.

Example
Text: The small gray fox ran to the cover of the trees.
Student: "The _smill_ gray fox ran to the cover of the trees."

➤ Substitutions are counted as errors.

> **Example**
> Text: When she returned to the house, Grandmother called for Franchesca.
> Student: "When she returned to the <u>home</u>, Grandmother called for
>   Franchesca.

➤ Omissions are counted as errors.

> **Example**
> Text: Anna could not compete in the last race.
> Student: "Anna could not in the last race."

➤ Transpositions of word-pairs are counted as 1 error.

> **Example**
> Text: She looked at the bright, shining face of the sun.
> Student: "She looked at the <u>shining</u> <u>bright</u> face of the sun."

➤ Words read to the student by the examiner after 3 seconds have
    gone by are counted as errors.

One hundred years ago in Paris, when theaters and music halls   11

drew traveling players from all over the world, the best place to   23

stay was at the widow Gateau's, a boardinghouse on English   33

Street. Acrobats, jugglers, actors, and mimes from as far away   43

as Moscow and New York reclined on the widow's feather   53

mattresses and devoured her kidney stews. Madame Gateau   61

worked hard to make her guests comfortable, and so did her   72

daughter, Mirette. The girl was an expert at washing linens,   82

chopping leeks, paring potatoes, and mopping floors. She was   91

a good listener too. Nothing pleased her more than to overhear   102

the vagabond players tell of their adventures in this town and   113

that along the road.   117

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a good listener too. Nothing pleased her more than to overhear

the vagabond players tell of their adventures in this town and

that along the road.

Someone is lost in the woods. He might be hurt, or the weather   13

could turn bad. It is important to find him as fast as possible.   26

But he didn't follow a trail, and footprints don't show on the   38

forest floor. What to do? Call in the search and rescue dogs.   50

Dogs have a very fine sense of smell. They can find people lost   63

by following their scents, because each person has his or her   74

own, unique scent. Panda is a Newfoundland dog trained to   84

locate lost people. She and her owner, Susie Foley, know how   95

to search through the woods, under the snow, or in the water.   107

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In the busy rain forest of Malaysia, a grasshopper leaps into a   12

spray of orchids. Suddenly, one of the "flowers" turns on the   23

grasshopper. An orchid mantis, with wings like petals, grips it   33

tightly. For the grasshopper, there will be no escape. The   43

orchid mantis is a master of camouflage – the art of hiding while   55

in plain sight. Camouflage enables predators like the orchid   64

mantis to hide while they lie in wait for their prey. For other   77

animals, camouflage is a method of protection from their   86

enemies. Animals blend into the background in several ways.   95

Their colors and patterns may match their surroundings.   103

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Curriculum-Based Assessment Progress-Monitoring Data Recording Sheet

Oral Reading Fluency

Student Name: _____   **Grade/Classroom** _____

Reading Skill Level: _____   **Instructional Placement:** _____

Notes/Comments

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

TRW= Total Read Words   E=Errors   CRW=Correctly Read Words   %CRW=Percent Accuracy (CRW/TRW)

CBA Graphing Exercise

A teacher found in September that a 3rd-grade student in her classroom was having difficulty in reading. She completed a survey-level assessment of the student and found that the child's highest instructional level (oral reading fluency) was at the 2A reading level (basal 6 of the Silver Burdett & Ginn reading series).

The teacher collected baseline data on the student. The teacher decided to monitor the student over a 10 week period, while one or more interventions were being tried. She felt that the student had the potential to increase his oral reading fluency at a rate of 2 words per week (an ambitious goal).

Consult the chapter on graphing and interpreting CBA data in your manual, and create a graph. Follow these steps:

1.   Graph baseline data for the student.

2.   Mark with a vertical line the boundary point between baseline data and the beginning of the intervention phase of CBA monitoring.

3.   Draw an 'aim-line' on the graph from the onset of intervention monitoring to the proposed end-date of monitoring.

4.   Plot the student's actual data points (see attached score summary sheets). As you plot each data point, apply the 3-data-point rule and discuss the student's actual rate of progress against the aim-line. What instructional decision(s) might you make based on the data? (Mark the graph at the points where you might--if appropriate--recommend a change of intervention.)
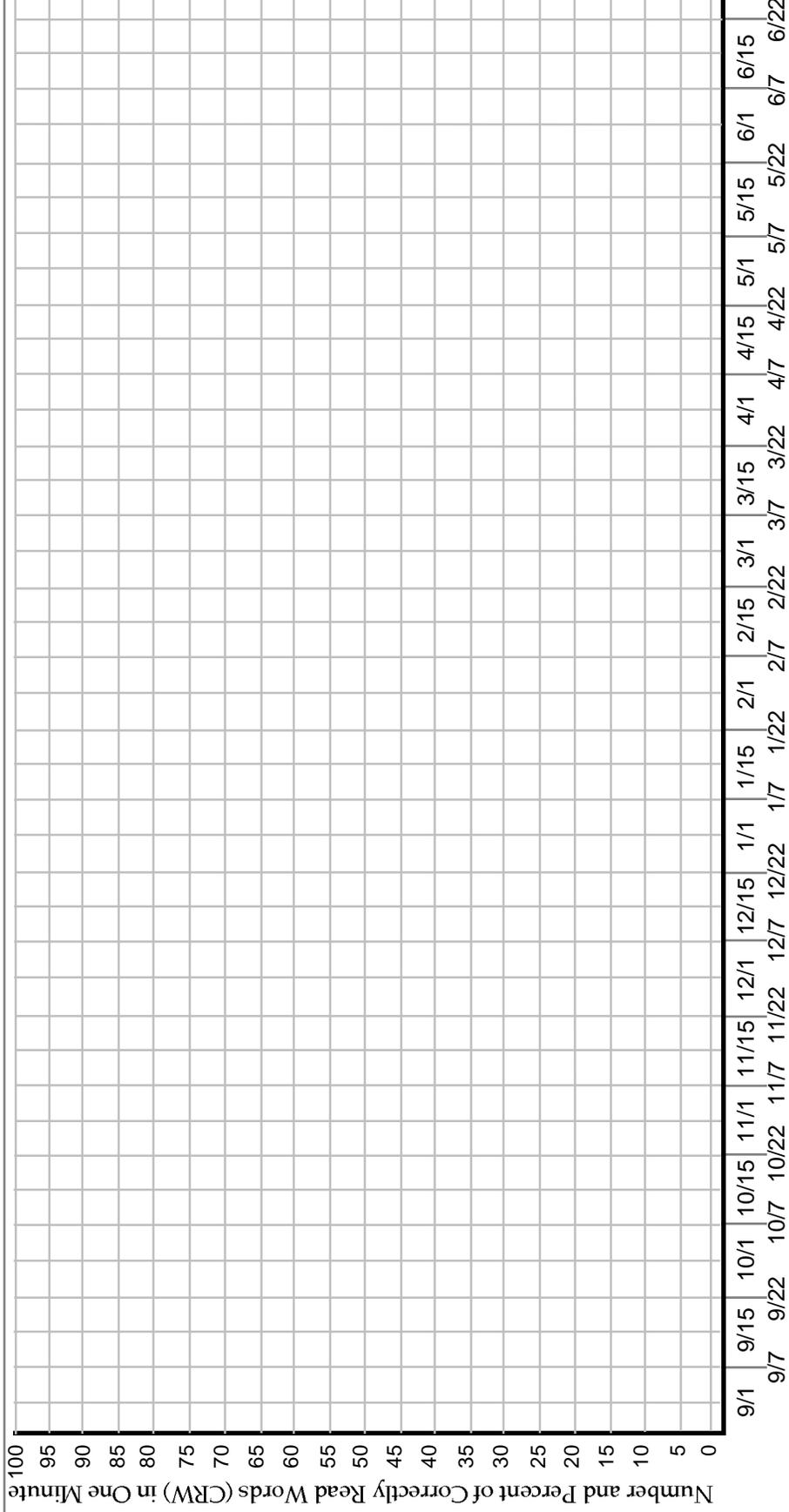

Date	CRW	Errors	Accuracy
9/4	22	3	88%
9/7	24	2	92%
9/10	19	4	83%

Date	CRW	Errors	Accuracy
9/15	24	3	89%
9/22	22	3	88%
9/29	26	1	96%
10/5	32	3	91%
10/12	31	4	88%
10/19	33	3	92%
10/26	36	2	95%
11/3	34	3	92%
11/10	34	2	94%
11/17	37	3	93%
11/25	40	2	95%

Curriculum Based Assessment (CBA) Graph: READING   Student _____

Interventions:

Number and Percent of Correctly Read Words (CRW) in One Minute

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

9/1 9/7 9/15 9/22 10/1 10/7 10/15 10/22 11/1 11/7 11/15 11/22 12/1 12/7 12/15 12/22 1/1 1/7 1/15 1/22 2/1 2/7 2/15 2/22 3/1 3/7 3/15 3/22 4/1 4/7 4/15 4/22 5/1 5/7 5/15 5/22 6/1 6/7 6/15 6/22

CRW — — — — — — — — — CRW in _____ (Goal Level) text

%CRW — — — — — — — — — % CRW in _____ (Goal Level) text

O—O CRW in _____ (Goal Level) text   ●—● % CRW in _____ (Goal Level) text

CBA conducted by _____

Curriculum-Based Assessment Wordlist: Student Copy

Student: _____

Date: _____

Class:
_____

Correct Items:_____ Total Items Attempted:_____

like	said	brown	find
eight	long	carry	who
fast	any	cut	us
thank	hurt	pull	big
so	draw	take	much
which	my	down	the
why	put	be	please
after	read	am	from

Curriculum-Based Assessment List: Examiner Copy

This answer key contains 32 items from the following assessment list(s):

- *Dolch Words*

Item 1	Item 2	Item 3	Item 4	
like	said	brown	find	4/4
Item 5	Item 6	Item 7	Item 8	
eight	long	carry	who	4/8
Item 9	Item 10	Item 11	Item 12	
fast	any	cut	us	4/12
Item 13	Item 14	Item 15	Item 16	
thank	hurt	pull	big	4/16
Item 17	Item 18	Item 19	Item 20	
so	draw	take	much	4/20
Item 21	Item 22	Item 23	Item 24	
which	my	down	the	4/24
Item 25	Item 26	Item 27	Item 28	
why	put	be	please	4/28
Item 29	Item 30	Item 31	Item 32	
after	read	am	from	4/32

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Curriculum-Based Assessment Progress-Monitoring Data Recording Sheet

Wordlist Identification: _____

Student Name: _____ **Grade/Classroom** _____

Missed Words/Notes

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

Date:_____   TRW:_____   E:_____   CRW: _____   %CRW:_____

TRW= Total Read Words   E=Errors   CRW=Correctly Read Words   %CRW=Percent Accuracy (CRW/TRW)

Administration of CBM math probes

The examiner distributes copies of one or more math probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

The sheets on your desk are math facts.

If the students are to complete a single-skill probe, the examiner then says: *All the problems are [addition or subtraction or multiplication or division] facts.*

If the students are to complete a multiple-skill probe, the examiner then says: *There are several types of problems on the sheet. Some are addition, some are subtraction, some are multiplication, and some are division* [as appropriate]. *Look at each problem carefully before you answer it.*

When I say 'start,' turn them over and begin answering the problems. Start on the first problem on the left on the top row [point]. *Work across and then go to the next row. If you can't answer the problem, make an 'X' on it and go to the next one. If you finish one side, go to the back. Are there any questions?*

Say, *Start.* The examiner starts the stopwatch.

While the students are completing worksheets, the examiner and any other adults assisting in the assessment circulate around the room to ensure that students are working on the correct sheet, that they are completing problems in the correct order (rather than picking out only the easy items), and that they have pencils, etc.

After 2 minutes have passed, the examiner says *Stop.*   CBM math probes are collected for scoring.

Scoring

The following scoring rules will aid the instructor in marking single- and multiple-skill math probes:

➤ Individual correct digits are counted as correct.
--Reversed or rotated digits are not counted as errors unless their change in position makes them appear to be another digit (e.g., 9 and 6).

➤ Incorrect digits are counted as errors.
--Digits which appear in the wrong place value, even if otherwise correct, are scored as errors.

Example:
```
        97
      x  9
      8730
```
"873" is the correct answer to this problem, but no credit can be given since the addition of the 0 pushes the other digits out of their proper place-value positions.

➤ The student is given credit for "place-holder" numerals that are included simply to correctly align the problem. As long as the student includes the correct space, credit is given whether or not a "0" has actually been inserted.

Example:
```
        55
      x 82
       110
      4400
      4510
```
Since the student correctly placed 0 in the "place-holder" position, it is given credit as a correct digit. Credit would also have been given if the space were reserved but no 0 had been inserted.

➤ In more complex problems such as advanced multiplication, the student is given credit for all correct numbers that appear below the line.

Example:
```
        33
      x 28
       264
       660
       924
```
Credit is given for all work below the line. In this example, the student earns credit for 9 correct digits.

➤ Credit is not given for any numbers appearing above the line (e.g., numbers marked at the top of number columns to signify regrouping).

Example:
```
        1
       46
     + 39
       85
```
Credit is given for the 2 digits below the line. However, the carried "1" above the line does not get credit.

Student: Pupil Appraisal Personnel Summer Institute

Date: _____

```
      663
  +   208           23/‾4439              2213
  +   628                               x    12
  +   411
```

```
   36,841             290
  -15,765          +  731              68/‾1496
                    +  672
```

Curriculum-Based Assessment Mathematics
Multiple-Skills Computation Probe: Examiner Copy

Item 1:
4 CD/4 CD Total
ADDITION: Three to five 3-digit numbers: Regrouping in any column

```
   663
  +208
  +628
  +411
  1910
```

Item 2:
16 CD/20 CD Total
DIVISION: 4-digit number divided by 2-digit number: no remainder

```
     193
 23/4439
   -23
    213
   -207
     69
    -69
      0
```

Item 3:
14 CD/34 CD Total
MULTIPLICATION: 4-digit number times 2-digit number: no regrouping

```
    2213
  x   12
    4426
   2213-
  26,556
```

Item 4:
5 CD/39 CD Total
SUBTRACTION: 5-digit number from a 5-digit number: regrouping from 1's & 10's columns

```
  36,841
 - 15,765
  21,076
```

Item 5:
4 CD/43 CD Total
ADDITION: Three to five 3-digit numbers: Regrouping in any column

```
   290
  +731
  +672
  1693
```

Item 6:
12 CD/55 CD Total
DIVISION: 4-digit number divided by 2-digit number: no remainder

```
      22
 68/1496
   -136
    136
   -136
      0
```

Curriculum-Based Assessment Progress-Monitoring Data Recording Sheet

Math Computation

Student Name: _____   **Grade/Classroom** _____

❑ **Single-Skill Worksheet**   **Computation Skill(s) Assessed:**
❑ **Multiple-Skill Worksheet**

_____

Notes/Comments

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

Date:_____   TD:_____   E:_____   CD: _____   %CD:_____

TRW= Total Digits   E=Errors   CD=Correct Digits   %CD=Percent Accuracy (CD/TD)

Administration of CBM writing probes

The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions?

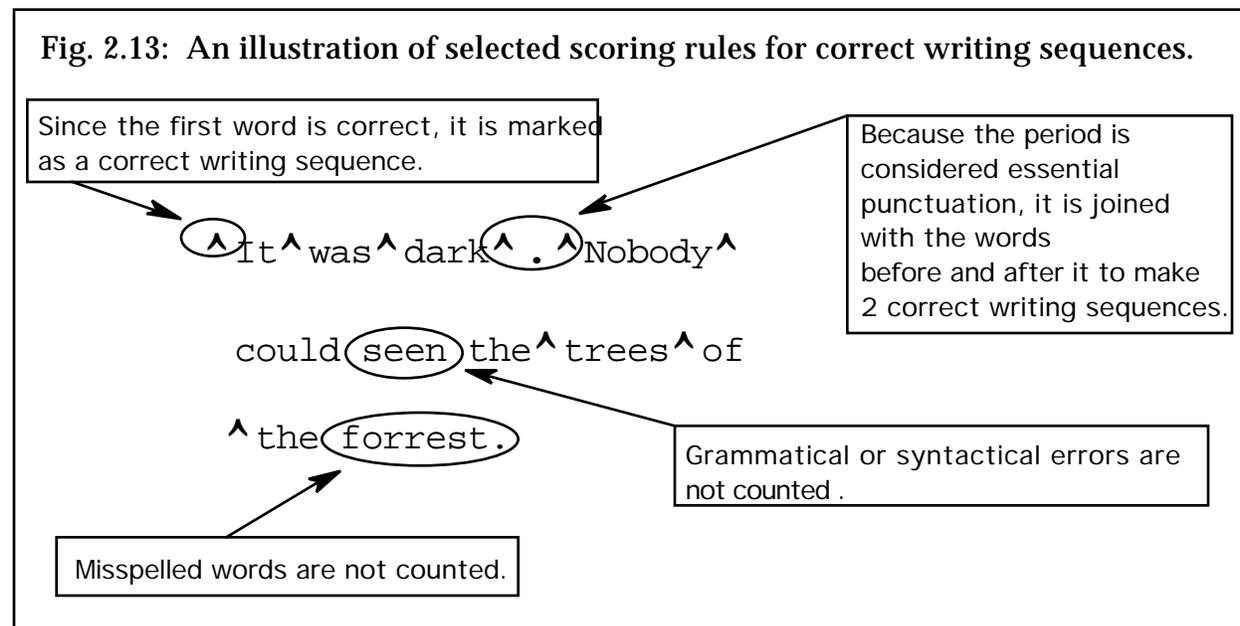*For the next minute, think about . . .* **[insert story-starter]. The examiner starts the stopwatch.**

At the end of 1 minute, the examiner says, *Start writing.*

While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.

After 3 additional minutes, the examiner says, *Stop writing.* **CBM writing probes are collected for scoring.**

Scoring
4. Correct Writing Sequences--

Fig. 2.13: An illustration of selected scoring rules for correct writing sequences.

Since the first word is correct, it is marked as a correct writing sequence.

Because the period is considered essential punctuation, it is joined with the words before and after it to make 2 correct writing sequences.

^It^was^dark^.^Nobody^

could seen the^trees^of

^the forrest.

Grammatical or syntactical errors are not counted .

Misspelled words are not counted.

The following scoring rules will aid the instructor in determining correct writing sequences:

➤ Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling):

> Example
> ^ Is^ that^ a^ red^ car^ ?

➤ Necessary marks of punctuation (excluding commas) are included in correct writing sequences:

> Example
> ^ Is^ that^ a^ red^ (car^ ?)

➤ Syntactically correct words make up a correct writing sequence:

> Example
> ^ Is^ that^ a (red^ car) ?
>
> ^ Is^ that^ a^ car red?

➤ Semantically correct words make up a correct writing sequence:

> Example
> ^ Is^ that^ a (red^ car) ?
>
> ^ Is^ that^ a read car^ ?

➤ If correct, the initial word of a writing sample is counted as a correct writing sequence:

> Example
> (^ Is) ^ that^ a^ red^ car^ ?

➤ Titles are included in the correct writing sequence count:

> **Example**
> ^ The ^ Terrible ^ Day

➤ With the exception of dates, numbers written in numeral form are <u>not</u> included in the correct writing sequence count:

> **Example**
> ^ The (14) soldiers ^ waited ^ in ^ the ^ cold ^ .
> ^ The ^ crash ^ occurred ^ in ^ (1976 ^) .

CBA Writing Probe

Name _____   Grade/Classroom _____ Date _____

One day I went out on a boat into the open ocean. I was all alone in the boat. Suddenly a storm blew in and carried me off to a desert island. Then...

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Curriculum-Based Assessment Progress-Monitoring Data Recording Sheet

Writing/Total Writing Sequences:

_____

Student Name: _____ **Grade/Classroom** _____

Notes/Comments

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

Date:_____   TWS:_____   E:_____   CWS: _____   %CWS:_____

TWS= Total Writing Sequences   E=Errors   CWS=Correct Writing Sequences   %CWS=Percent Accuracy (CWS/TWS)