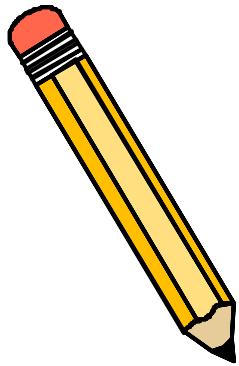


Curriculum-Based Measurement:
Directions for Administering and Scoring
CBM Probes in...

ORAL READING FLUENCY



Excerpt from:

Curriculum-Based Measurement: A Manual for Teachers

Jim Wright, School Psychologist

Syracuse City Schools

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jim@jimwrightonline.com

www.interventioncentral.org

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 home, 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 shining bright face of the sun."

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