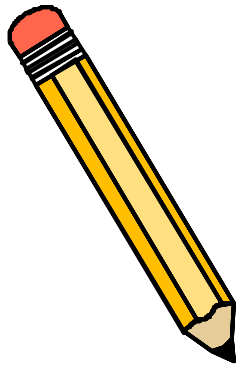


Curriculum-Based Measurement:
Directions for Administering and Scoring
CBM Probes in...

SPELLING



Excerpt from:

Curriculum-Based Measurement: A Manual for Teachers

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Spelling

Description

Although they can be administered individually, CBM spelling probes are typically given to groups of students. The examiner reads aloud a list of 12 to 17 spelling words, reading successive words after a predetermined number of seconds. Students attempt to spell the words on their answer sheets in the time allotted.

Creating a measurement pool for spelling probes

There are a number of sources from which the instructor may build a measurement pool of spelling words. A number of commercial spelling programs are available (e.g., Scott Foresman) for use in classrooms. Some districts also have created their own spelling curriculums, containing wordlists appropriate to each grade level. Teachers who use a basal reading series may choose to adopt a third alternative: using the new vocabulary introduced in the grade reading text as the source of spelling words. Regardless of what source instructors choose for their spelling words, the process of building a measurement pool is the same. The teacher compiles a single list of all the spelling words to be taught during the instructional year and uses this master list to create individual CBM spelling probes.

Preparing CBM spelling probes

From the list of spelling words that make up the measurement pool, the instructor chooses words at random when compiling individual CBM spelling probes. For grades 1-3, a CBM probe will be comprised of 12 spelling words, with a new word being announced to students each 10 seconds. A spelling probe for grades 4-8 will include 17 words, with a new word announced to students each 7 seconds.

One approach which is helpful in creating truly random CBM spelling lists is for the teacher to randomly select words from a master spelling list, using the random-number table and procedure presented in Appendix A. Choosing numbers in the order that they appear in the table, the instructor counts down the master spelling list. The teacher selects words that correspond with each successive number. The process is repeated, with the instructor advancing through the master list until sufficient words have been chosen for a complete spelling probe.

Materials needed for giving CBM spelling probes

- o Student answer sheet with numbered lines for writing words
- o Instructor wordlist with numbered spelling words
- o Stopwatch
- o Pencils for students

Administration of CBM spelling probes

The examiner distributes answer sheets to all the students in the group. (Note: These probes may also be administered individually). If the students are in grades 1-3, the lined answer sheet should be numbered from 1 to 12. For student is grades 4-8, the answer sheet should be numbered 1 to 17.

The examiner says to the students:

I am going to read some words to you. I want you to spell the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I'll give you (7 or 10) seconds to spell each word. When I say the next word, write it down, even if you haven't finished the last one. You will receive credit for each correct letter written. Are there any questions? (Pause) Let's begin.

The examiner says the first word and starts the stopwatch. Each word is repeated twice. Homonyms are used in a sentence to clarify their meaning (e.g., "Lead. The pipe was made of lead. Lead.")

A new word is announced each (7 or 10) seconds for a total time of 2 minutes. After every third word for younger children and every fifth word for older children, the teacher says the number of the word. (e.g., "Number 5. Basket. Basket.") The examiner or assistants check students while they are writing to ensure that they are writing on the correct line.

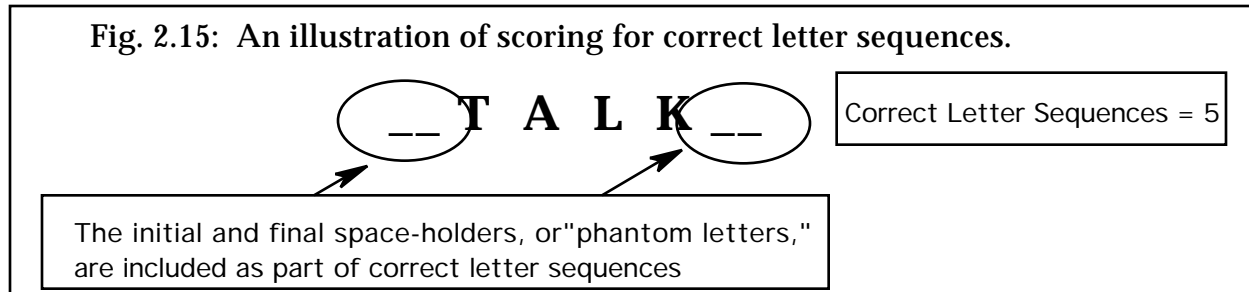
After 2 minutes, the examiner says, *Stop. Put your pencils down.*

Scoring

The scoring of CBM spelling probes is similar to that of other CBM measures in that it is designed to give credit to the student for even partial competencies. Instead of giving credit for words only when all letters are correct, CBM views spelling words as being made up of smaller units called letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Therefore, if a student is able to put at least some letters in the proper sequence, that child will be given partial credit for a word. The CBM method of scoring words is also quite sensitive to short-term student gains in spelling skills.

To compute the number of correct letter sequences in a spelling word, the instructor first assumes that there is a space-holder, or "phantom letter," at the beginning and end of each word. For each pair of letters that appear in correct sequence, the teacher places a caret (^) above that letter-pair. The initial and final "phantom letters" are also counted in letter sequences. The word 'talk' is scored in Figure 2.15 for all possible correct letter sequences:

Fig. 2.15: An illustration of scoring for correct letter sequences.



As a shortcut when computing possible number of correct letter sequences in a word, the teacher can simply count up the number of letters that make up the word and add 1 to that number. The resulting figure will represent the total letter sequences in the word. For example, 'talk' has 4 letters. By adding 1 to that amount, we see that it contains 5 letter-sequences.

The following scoring rules will aid the instructor in determining the number of correct letter sequences (CLS) of spelling words:

➔ Omitted letters will affect the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$_ \wedge t \wedge r \wedge a \wedge i \wedge n \wedge _$	CLS = 6
<u>Incorrect:</u>	$_ \wedge t \wedge r \wedge a \wedge n \wedge _$	CLS = 4

➔ Inserted letters will not be included in the letter-sequence count:

<u>Example</u>		
<u>Correct:</u>	$_ \wedge d \wedge r \wedge e \wedge s \wedge s \wedge _$	CLS = 6
<u>Incorrect:</u>	$_ \wedge d \wedge r \wedge e \wedge a \wedge s \wedge s \wedge _$	CLS = 5

➔ In words with double letters, if one of those double letters has been omitted, only the first letter written is included as a correct letter sequence:

<u>Example</u>		
<u>Correct:</u>	$_ \wedge t \wedge a \wedge p \wedge p \wedge i \wedge n \wedge g \wedge _$	CLS = 8
<u>Incorrect:</u>	$_ \wedge t \wedge a \wedge p \wedge i \wedge n \wedge g \wedge _$	CLS = 6

- ➔ Initial letters of proper nouns must be capitalized to be included in the letter-sequence count:

<u>Example</u>	
<u>Correct:</u>	_ ^M^o^n^d^a^y^_ CLS =7
<u>Incorrect:</u>	_ m o^n^d^a^y^_ CLS =5

- ➔ In words with internal punctuation (e.g., apostrophes, hyphens), those punctuation marks are separately counted as letters when calculating the letter-sequence count:

<u>Example</u>	
<u>Correct:</u>	_ ^c^a^n'^t^_ CLS =6
<u>Incorrect:</u>	_ ^c^a^n t^_ CLS =4

- ➔ Reversed letters are counted when calculating correct letter-sequences unless those reversals appear as another letter:

<u>Example</u>	
<u>Correct:</u>	_ ^v^e^l^l^o^w^_ CLS =7
<u>Incorrect:</u>	_ ^q^r^e^t^t^y^_ CLS =5