

## Curriculum-Based Measurement (CBM) Graph

### Writing Fluency:0-40:12 Weeks

#### Setting up the graph

- At the top of the graph, fill out the student's name, his or her classroom and/or grade, and information about the level at which the student is being monitored with CBM.
- After you have collected baseline CBM information, fill out the start date and end date in the Baseline date section for the time span during which you collected baseline data (Figure 1). Then decide how many instructional weeks that you plan to monitor the student's progress. Fill out the start date (Monday) and end date (Friday) in the Monitoring date section for each instructional week during which monitoring will take place (Figure 1). If possible, you should try to collect at least one CBM observation per week for your target student. It is a good idea to fill in the weekly start- and end-dates *in advance* to give yourself an incentive to stay up-to-date on your CBM monitoring.

Figure 1

BASELINE	WEEK 1
<u>6-5</u>	<u>6-16</u>
<u>6-13</u>	<u>6-20</u>

#### Entering information onto the graph

- *Baseline datapoints.* Collect at least 3-5 baseline datapoints. (Baseline data are collected to get a sense of the student's current performance level and rate of progress. It is a good idea to collect them within a 1- to 2-week span.) Plot these datapoints in the 'baseline' column on the graph, as shown in Figure 2. Next to each plotted datapoint, write the date on which it was collected. Connect all baseline datapoints with lines to identify them as a single data-series.
- *Progress-monitoring datapoints.* When graphing a CBM datapoint collected during progress monitoring, find the week whose date span includes the date on which the CBM assessment was completed. At the bottom of the graph, circle the weekday ('MTWTF') on which the assessment was conducted. Then plot the datapoint above that circled day. (See Figure 3 for an example.) Connect all monitoring datapoints with lines to identify them as a single data-series. Do not connect the baseline and monitoring data-series, however, as each should be considered separate data 'phases'.

Figure 2

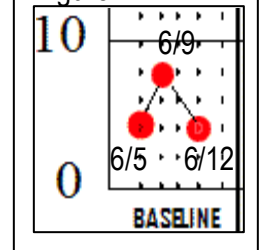
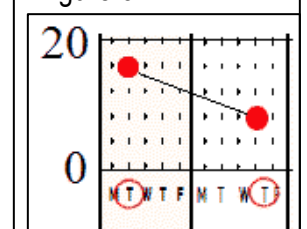


Figure 3



#### Want additional guidelines for setting up your data chart?

For more information about how to set up and use a CBM progress-monitoring chart, consult the free book *Curriculum-Based Measurement: A Manual for Teachers*. This manual provides a complete introduction to CBM and its use in schools. Find it on the web at: <http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf>

Student: \_\_\_\_\_ Classrm/Grade: \_\_\_\_\_ Monitoring Level: \_\_\_\_\_

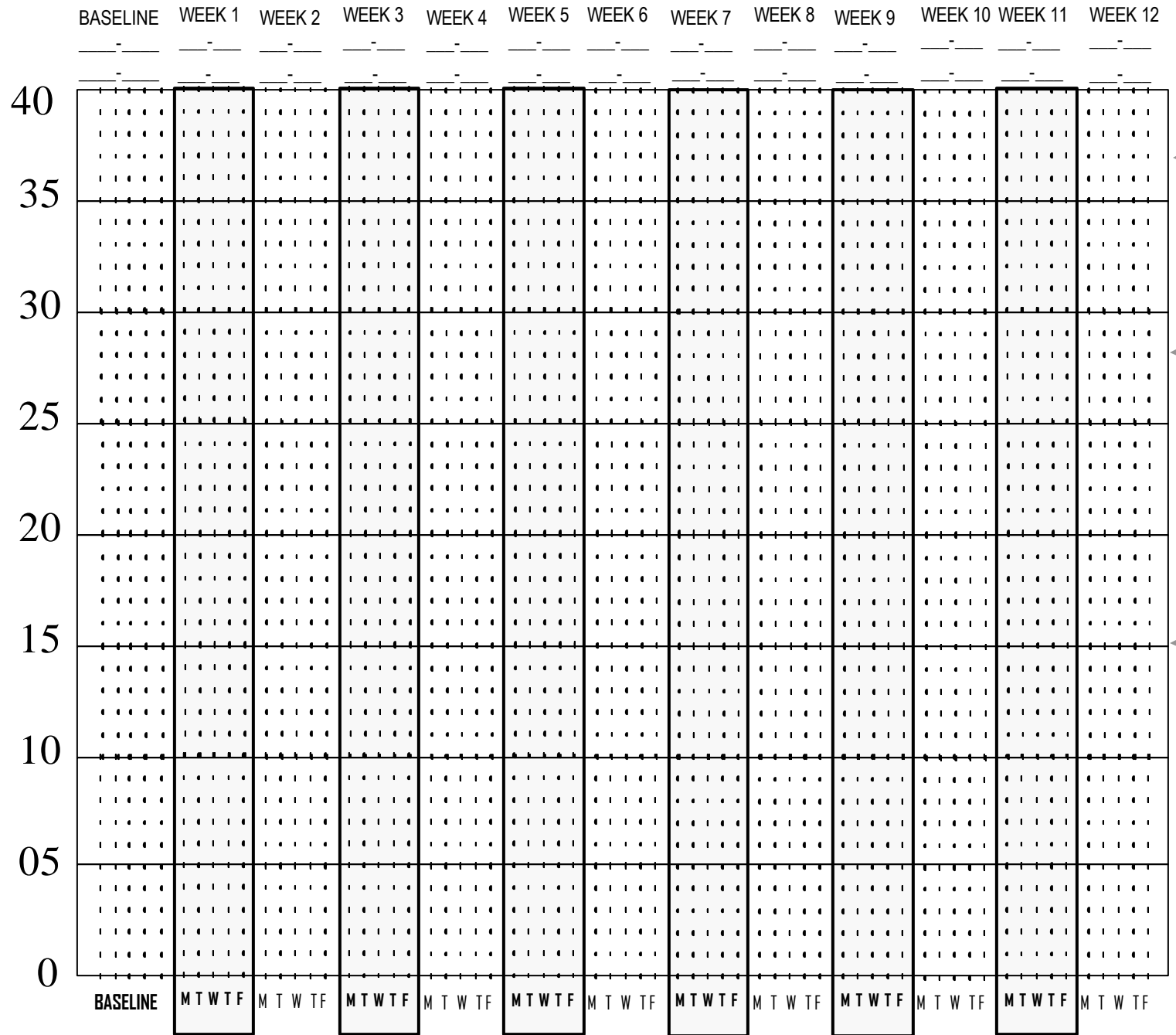
Writing Norms (# Correct Spellings)
6 <sup>th</sup> GR/53 Wds
5 <sup>th</sup> GR/49 Wds
4 <sup>th</sup> GR/41 Wds
3 <sup>rd</sup> GR/37 Wds

2<sup>nd</sup> GR/28 Wds

1<sup>st</sup> GR/15 Wds

(Norms from Shapiro, 1996)

Writing Sample Per 3 Minutes: \_\_\_\_\_ Total Words \_\_\_\_\_ #Correctly Spelled Words \_\_\_\_\_  
 # Correct Writing Sequences \_\_\_\_\_ #Correct Punctuation \_\_\_\_\_



Instructional Days