Step 1: Conduct a Survey-Level Assessment: Use this section to record the student's reading rates in progressively more difficult material.

- Date: ___________ Book/Reading Level: ___________
  - TRW ___________, E ___________, CRW ___________, %CRW ___________

- Date: ___________ Book/Reading Level: ___________
  - TRW ___________, E ___________, CRW ___________, %CRW ___________

- Date: ___________ Book/Reading Level: ___________
  - TRW ___________, E ___________, CRW ___________, %CRW ___________

Table 1: CBM Oral Reading Fluency Norms (Hasbrouck & Tindal, 2005)

<table>
<thead>
<tr>
<th>Start-of-Yr/Fall</th>
<th>Mid-Yr/Winter</th>
<th>End-of-Yr/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR</td>
<td>25%ile</td>
<td>50%ile</td>
</tr>
<tr>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>3</td>
<td>44</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>68</td>
<td>112</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>127</td>
</tr>
<tr>
<td>6</td>
<td>98</td>
<td>140</td>
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<tr>
<td>7</td>
<td>102</td>
<td>136</td>
</tr>
<tr>
<td>8</td>
<td>106</td>
<td>146</td>
</tr>
</tbody>
</table>

Note: To interpret student reading fluency probe scores for any grade level text (Shapiro, 2008):
- below 25th percentile = frustration range
- between 25th - 50th percentiles = instructional range
- above the 50th percentile = mastery range

Step 2: Compute a Student Reading Goal

1. At what grade or book level will the student be monitored? (Refer to results of Step 1: Survey-Level Assessment)

2. What is the student's baseline reading rate (# correctly read words per min)? _______ CRW Per Min

3. When is the start date to begin monitoring the student in reading? _______ / _______ / _______

4. When is the end date to stop monitoring the student in reading? _______ / _______ / _______

5. How many instructional weeks are there between the start and end dates? (Round to the nearest week if necessary): _______ Instructional Weeks

6. What do you predict the student's average increase in correctly read words per minute will be for each instructional week of the monitoring period? (See Table 2):

7. What will the student's predicted CRW gain in reading fluency be at the end of monitoring? (Multiply Item 5 by Item 6):

8. What will the student's predicted reading rate be at the end of the monitoring period? (Add Items 2 & 7): _______ CRW Per Min

References
Step 3: Collect Baseline Data: Give 3 CBM reading assessments within a one-week period using monitoring-level probes.

Baseline 1
Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

Baseline 2
Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

Baseline 3
Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

Step 4: Complete CBM Progress-Monitoring Weekly or More Frequently: Record the results of regular monitoring of the student's progress in reading fluency.

1. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

2. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

3. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

4. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

5. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

6. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

7. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

8. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

9. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

10. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

11. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

12. Date:_______ Book/Reading Level:
A. TRW E CRW %CRW
B. ____________
C. ____________

Table 2: Predictions for Rates of Reading Growth by Grade
(Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993)
Increase in Correctly Read Words Per Minute for Each Instructional Week

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Realistic Weekly Goal</th>
<th>Ambitious Weekly Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Grade 2</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.85</td>
<td>1.1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.5</td>
<td>0.8</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.3</td>
<td>0.65</td>
</tr>
</tbody>
</table>