

Student Record Form: Curriculum-Based Measurement: Oral Reading Fluency

Student Name: _____ Grade/Classroom: _____ Rdng Skill Level: _____

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

- A. _____
- B. _____
- C. _____

Date: _____ Book/Reading Level: _____
 TRW E CRW %CRW

- A. _____
- B. _____
- C. _____

Date: _____ Book/Reading Level: _____
 TRW E CRW %CRW

- A. _____
- B. _____
- C. _____

Date: _____ Book/Reading Level: _____
 TRW E CRW %CRW

- A. _____
- B. _____
- C. _____

Date: _____ Book/Reading Level: _____
 TRW E CRW %CRW

- A. _____
- B. _____
- C. _____

Date: _____ Book/Reading Level: _____
 TRW E CRW %CRW

- A. _____
- B. _____
- C. _____

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

GR	Start-of-Yr/Fall		Mid-Yr/Winter		End-of-Yr/Spring	
	25%ile	50%ile	25%ile	50%ile	25%ile	50%ile
1	--	--	12	13	28	53
2	25	51	42	72	61	89
3	44	71	62	92	78	107
4	68	94	68	94	98	123
5	85	110	99	127	109	139
6	98	127	111	140	122	150
7	102	128	109	136	123	150
8	106	133	115	146	124	151

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):
 _____ Weekly Increase in CRW Per Min
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

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22, 27-48.

Hasbrouck, J., & Tindal, G. (2005). *Oral reading fluency: 90 years of measurement*. Eugene, OR: Behavioral Research & Teaching. Retrieved from http://www.brtpjects.org/tech_reports.php

Shapiro, E. S. (2008). Best practices in setting progress-monitoring goals for academic skill improvement. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 141-157). Bethesda, MD: National Association of School Psychologists.

Student Name: _____ Grade/Classroom: _____

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: _____
	TRW E CRW %CRW
	A. _____
	B. _____
C. _____	

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

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

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

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

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

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

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

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

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

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

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

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

12.	Date: _____ Book/Reading Level: _____
	TRW E CRW %CRW
	A. _____
	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

<i>Grade Level</i>	<i>Realistic Weekly Goal</i>	<i>Ambitious Weekly Goal</i>
Grade 1	2.0	3.0
Grade 2	1.5	2.0
Grade 3	1.0	1.5
Grade 4	0.85	1.1
Grade 5	0.5	0.8
Grade 6	0.3	0.65