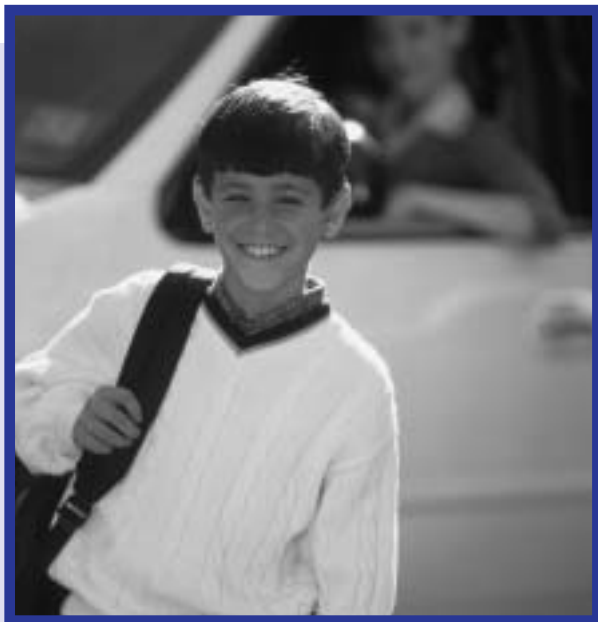


A Guide for Implementing Curriculum-Based Measurement for Reading



One critical feature for educators to consider when assisting students' success in reading is determining when students are making adequate progress and when they may need additional assistance. This critical feature is best addressed using formative evaluations also referred to as progress monitoring. Among the options is curriculum-based measurement (CBM), which is easy to administer and score, has good treatment validity, as well as good reliability and validity. In this article, we will describe how to monitor student growth within an instructional program using CBM data in reading. CBM is appropriate for this purpose because it provides descriptions of academic behaviors (i.e., reading) that are observable and measurable, which allows educators to use the data to help inform instructional decisions.

How to Conduct CBM in Reading

CBM in reading includes two types of measure: maze passages and oral reading fluency (ORF) passages. Since ORF tends to be used more often we will limit our discussion to this type of CBM reading measure.

The first step in conducting CBM for reading (ORF) is to obtain the appropriate materials. These materials include:

1. Different but equivalent reading passages/probes (at least 200 words in length)
2. A stopwatch or count down timer that displays seconds

3. A pencil, pen
4. An equal interval graph to plot the data
5. Directions for administering and scoring the passages

Two copies of each passage will be needed, one copy for the student to read and one copy for the teacher/examiner to write on. The teacher/examiner copy should include the number of words added cumulatively for each line to aid in scoring.

The passages will be used for two different purposes. The first purpose is to determine the student's instructional level. The teacher/examiner administers three passages at what is thought to be the student's instructional level. To determine this level the median score from these passages need to meet the following criteria: 40 to 60 words read correct (WRC) with 4 or fewer errors for grade 1 and 2, and 70 to 100 WRC with 6 or fewer errors for grades 3 through 6. Testing, using three additional passages, is continued until the student's median score matches this criteria.

The second purpose for the passages is to monitor progress. Monitoring progress is accomplished by using 30 equivalent passages at the student's goal level. These passages should be administered weekly over the school year (one passage per week). Goal level material for each grade is as follows: grade 1 - grade 1 passages, grade 2 - grade 2 passages, grade 3 - grade 4 passages, grade 4 - grade 5 passages, grade 6 - grade 7 passages.

Directions for Reading CBM

Shinn uses the following directions in his CBM book:

Say 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?"

Say "Start."

Follow along on your copy of the story, marking the words that are read incorrectly. If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.

Place a vertical line after the last word read and thank the student.

Count the number of WRC and incorrectly.



educators not lower expectations, given that students should be able to achieve near typical growth rates if given appropriate instruction.

Once the instructional level is identified, the next step is to determine the long-term goal for WRC. The goal is determined by using the median score of the three passages at the student's instructional level and the expected growth for the student's goal level.

These scores are then transferred onto an equal interval graph. The goal line is drawn from the original score to the goal score. This line is then used as a reference point in regard to the effectiveness of instruction. To do this the data points on the graph are examined each week. If at any time four consecutive data points fall below the goal line, a change in instruction is recommended. Similarly, the goal is raised whenever four consecutive data points fall above the goal line. Using the data in this way allows the teacher to determine if the student is making appropriate progress or if a change in instruction is warranted.

With the increased emphasis on outcome measures, educators should be monitoring the progress of their students. Monitoring students' progress in reading allows educators to make instructional changes in a timely and efficient manner. Educators do not have time to waste when it comes to teaching reading skills. This article describes how CBM is one way educators can use data to help inform instructional decisions in reading.

This is the second of two articles on curriculum-based measurement (CBM). The November 2003 issue (vol. 24, no.4) of the Utah Special Educator featured an introduction (Hosp & Hosp) to CBM. ■

Scoring Reading CBM

Words that are read correctly in accordance with the text are scored as correct. Words that are mispronounced, omitted, substituted, or reversed are scored as errors, while repetitions and insertions are ignored. If the student self-corrects in three seconds the word is counted correct, but if the student hesitates on a word for more than three seconds they are supplied the word and it is counted as an error.

How Much Progress Can We Expect in Reading

Once the instructional level is determined, the next step is to determine how much progress should be made on a weekly basis. Ambitious growth rates for WRC per week are: grade 1 - 3 words, grade 2 - 2 words, grade 3 - 1.5 words, grade 4 - 1.1 words, grade 5 - .8 words, and grade 6 - .65 words. These rates are appropriate for typically developing students as well as for students with disabilities. Because students with disabilities are already behind, it is critical that

