

CBM Reading Presentation Materials

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Letter Sound Fluency – Teacher Score Sheet

Teacher: I'm going to show you some letters. You can tell me what sound the letters make. You may know the sound for some letters. For other letters, you may now know the sounds. If you don't know the sound a letter makes, don't worry. Okay? What's most important is that you try your best. I'll show you how this activity works. My turn first. (Refer to the practice portion of the CBM LSF sheet.) This says /b/. Your turn now. **What sound does it say?**

Student: /b/

Examiner: Very good. You told me what sound the letter makes. (Correction procedures are provided in the CBM LSF manual.) You're doing a really good job. Now it will be just your turn. Go as quickly and carefully as you can. Remember to tell me the sounds the letters make. Remember just try your best. If you don't know the sounds it's okay. Trigger the stopwatch.

Score Sheet

Student's Name _____ Examiner's Initials _____
Teacher's Name _____ Date of Testing _____
School _____

Letter Sound Fluency Test

If child does not say anything after 3 seconds: do not say anything, point to next letter. If names incorrect letter: keep going. Draw a diagonal slash through any letters the student does not say the sound for or says the sound incorrectly. Circle the last item that child attempts. Stop at **1 minute**. If finished before 1 minute: record time.

g l d i w n b t f k a p m j v x h o z y c e q s u

_____ number of letters sounded correctly (in _____ seconds)

_____ adjusted score (if completed test in less than 1 minute)

Letter Sound Fluency – Student Copy

b

c

h

a

g

l

d

i

w

n

b

t

f

k

a

p

m

j

v

x

r

h

o

z

y

c

e

q

s

u

Word Identification Fluency – Teacher Score Sheet

Teacher: When I say, “Go,” I want you to read these words as quickly and correctly as you can. **Start here** (point to the first word) **and go down the page** (run your finger down the first column). **If you don’t know a word, skip it and try the next word. Keep reading until I say stop. Do you have any questions?** Trigger the stopwatch for 1 minute.

<i>List 16</i>		
Student's Name: _____	Examiner's Initials: _____	
Student's Teacher: _____	Date: _____	
Score 1 for correct response, 0 for incorrect response.		
that _____	school _____	brought _____
for _____	say _____	line _____
by _____	land _____	probably _____
her _____	enough _____	close _____
up _____	live _____	table _____
them _____	against _____	strong _____
has _____	city _____	past _____
than _____	knew _____	friends _____
now _____	state _____	rest _____
water _____	wanted _____	having _____
must _____	four _____	full _____
me _____	toward _____	instead _____
come _____	move _____	case _____
still _____	power _____	worked _____
found _____	feel _____	alone _____
here _____	given _____	street _____
large _____	eat _____	Total score = _____

Word Identification Fluency – Student Copy

List 16

that	school	brought
for	say	line
by	land	probably
her	enough	close
up	live	table
them	against	strong
has	city	past
than	knew	friends
now	state	rest
water	wanted	having
must	four	full
me	toward	instead
come	move	case
still	power	worked
found	feel	alone
here	given	street
large	eat	

Passage Reading Fluency – Teacher Copy

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just	28
as he switched on the television, the power went out. Watching a blank television	42
was not something Norman wanted to do. He looked around at the four dismal walls	57
that kept him out of the rain.	64
"Now what am I going to do?"	71
"You could tidy up your room," his mom suggested, "or organize your closet.	84
Your closet is a disaster, Norman. I'm actually frightened of what you might find in	99
there. You haven't cleaned it in a decade."	107
There was nothing Norman could say after his mom had made up her mind. He	122
was going to have to clean out his closet.	131
The only problem was that Norman couldn't even open his closet door. He had it	146
held closed with a large wooden block. There was so much junk in there that it	162
wouldn't stay shut on its own. To push aside the wooden block and open the door	178
would mean doom for Norman. He'd be crushed by falling trash as soon as he	193
turned the knob. He decided that he would only pretend to clean his closet, but his	209
mother came into his bedroom.	214
"Well," she said, placing her hands on her hips, "let's see you get to work."	229
Norman put both hands on the doorknob and tugged. The entire doorframe gave	242
a mighty CREAK. There was a loud rumble as Norman was pushed back by the	257
wave of forgotten junk he'd jammed into his closet. When the loud noise faded,	271
Norman was lying on his back under a mountain of broken toys, dirty socks, and	286
books. With a groan, he lifted himself to his feet.	296
There was an awful smell wafting from somewhere inside. Norman looked into	308
the depths of his closet. It was dark, dreary, and mysterious. Anything—absolutely	321
anything—could be hiding in there. Maybe trolls, ghouls, or gnomes, Norman	333
thought. This job could be an adventure! Pushing up his sleeves, Norman got to	347
work.	348

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Passage Reading Fluency – Teacher Copy

An old man lived in a shack deep in the forest. His tiny shack stood	15
beside a musical brook. He didn't mind that his house was tiny or that	29
the wind blew in under his doors. Even though he was cramped and	42
often cold, he could listen to the music of the brook all day and night.	57
In his spare time, the old man made bells out of brass and silver.	71
However, the bells he made were silent. Only the musical brook beside	83
his shack could make the bells ring. Every evening the man would carry	96
the bells he'd forged that day to the brook and dip them into its musical	111
waters. The bells would go into the brook silent and come out ringing	124
with song. It always made the man joyful to hear his bells ringing. What	138
a beautiful sound!	141
New towns and villages were popping up all over the countryside,	152
so the man's bells were in high demand. People wanted his bells for	165
their clock towers and their churches. They wanted to hang his bells	177
above their doors and set them on the corners of their desks.	189
The bell-maker could have been a very rich man. Because his bells	202
rang more beautifully than any bells in the country, he could have set	215
any price for them. Instead, the man charged very little for his bells. In	229
fact, he gave many of his bells away for free. He gave entire octaves to	244
orphanages and hospitals.	247
The bell-maker was very happy. However, he was also getting old.	259
He could hardly lift the larger bells and carry them to the musical brook.	273
It was time for him to retire, but before he could retire, he needed to train	289
someone for his craft.	293
One evening a young man wandered up to his door. The bellmaker	305
recognized the young man. He knew the young man was once	317
rich and spoiled, but bad luck had stripped him of his fortune. The	330
young man was now humble and wise for all his toils.	341
"I need food," the young man told the bell-maker.	351
"Yes," the bell-maker replied. "But you need much more than that.	363
You need music, and I will help you."	371

Passage Reading Fluency – Student Copy

An old man lived in a shack deep in the forest. His tiny shack stood beside a musical brook. He didn't mind that his house was tiny or that the wind blew in under his doors. Even though he was cramped and often cold, he could listen to the music of the brook all day and night.

In his spare time, the old man made bells out of brass and silver. However, the bells he made were silent. Only the musical brook beside his shack could make the bells ring. Every evening the man would carry the bells he'd forged that day to the brook and dip them into its musical waters. The bells would go into the brook silent and come out ringing with song. It always made the man joyful to hear his bells ringing. What a beautiful sound!

New towns and villages were popping up all over the countryside, so the man's bells were in high demand. People wanted his bells for their clock towers and their churches. They wanted to hang his bells above their doors and set them on the corners of their desks.

The bell-maker could have been a very rich man. Because his bells rang more beautifully than any bells in the country, he could have set any price for them. Instead, the man charged very little for his bells. In fact, he gave many of his bells away for free. He gave entire octaves to orphanages and hospitals.

The bell-maker was very happy. However, he was also getting old. He could hardly lift the larger bells and carry them to the musical brook. It was time for him to retire, but before he could retire, he needed to train someone for his craft.

One evening a young man wandered up to his door. The bellmaker recognized the young man. He knew the young man was once rich and spoiled, but bad luck had stripped him of his fortune. The young man was now humble and wise for all his toils.

"I need food," the young man told the bell-maker.

"Yes," the bell-maker replied. "But you need much more than that.

You need music, and I will help you."

Maze Fluency – Student Copy, Page 1

SUMMER CAMP

Stuart had nice parents. They did not embarrass him in [glad/ front/ yellow] of his friends. His father did [not/ ant/ soft] yell at him during his baseball [center/ games/ lines], and his mother never kissed him [in/ tot/ put] front of his friends. He generally [liked/ flow/ jeep] his parents, except for the fact [shoe/ went/ that] they were sending him to summer [bus/ dump/ camp] this year.

Stuart did not want [to/ wit/ cow] go to summer camp. The thought [and/ be/ of] it made him picture himself hot [coat/ rest/ and] thirsty, hiking up a dusty trail. [Bit/ He/ Go] knew that summer camp food had [of/ to/ my] be bad news, too. Besides, summer [camp/ free/ dog] was for people with nothing else [fad/ to/ sew] do. He had plenty of things planned [for/ much/ very] his summer at home.

"Summer camp [will/ yes/ belt] be good for you," said Mother. "[Feel/ And/ Lot] I don't want to hear another [catch/ phone/ word] about it!" Stuart moped around the [beat/ opens/ house] until it was time to go. Mother [had/ with/ boy] packed his trunk full of clothes, [and/ sort/ time] she and Dad took Stuart to [real/ glob/ the] bus station. Stuart tried hard not [to/ sun/ we] cry when he hugged them goodbye. [Yet/ He/ Sat] ran onto the bus and buried [beam/ his/ neat] head in his hands. After a [while/ tall/ hate], he looked out the window.

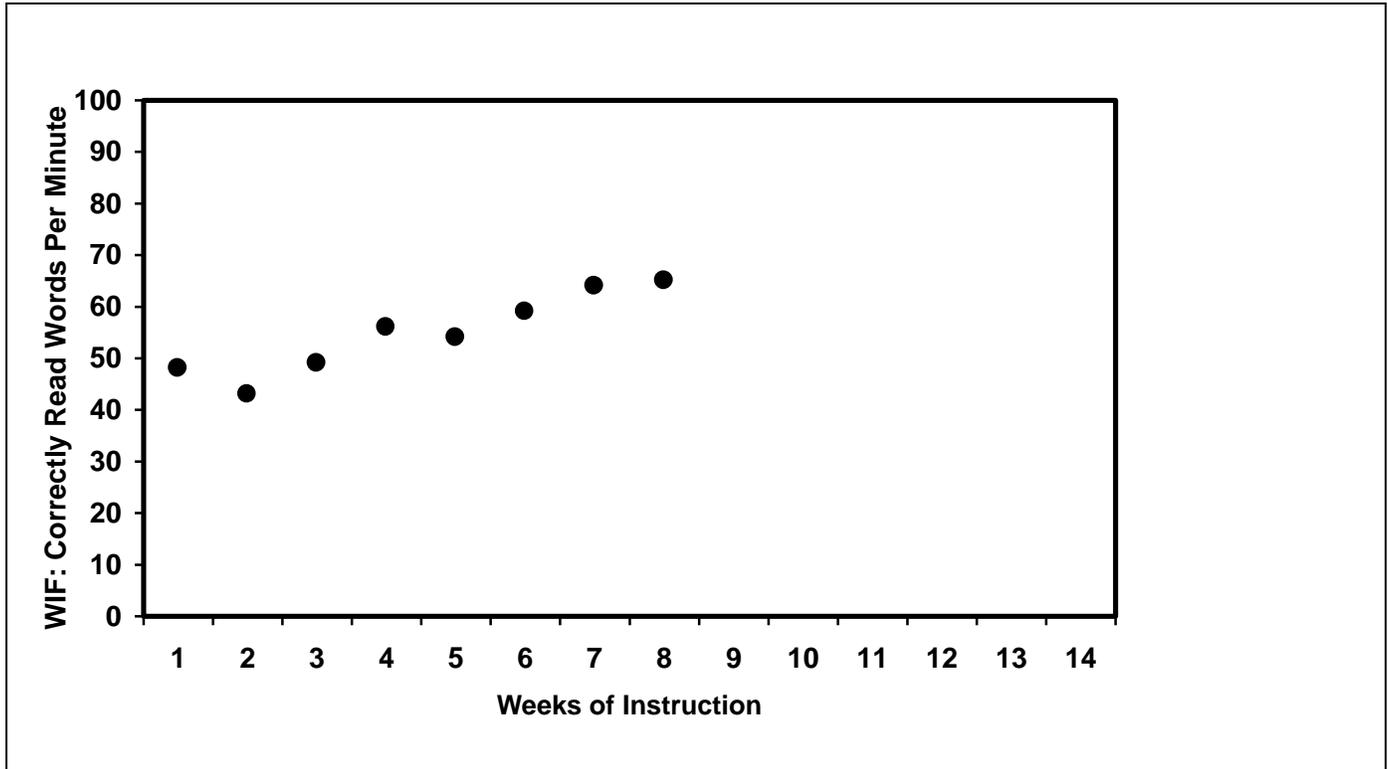
Maze Fluency – Student Copy, Page 2

Camp Mac [was/ snow/ rent] in the Cheaha Mountains of Alabama. Stuart [twist/ never/ girls] knew there were any mountains in Alabama. [The/ Now/ Man] bus climbed and climbed and soon stopped. [A/ By/ In] man helped Stuart carry his trunk [lot/ to/ yes] the camp gate. There he was [met/ when/ ripe] by a teenage boy with a [while/ risen/ suntan] and a whistle around his neck. "In/ Hi/ Or there! You must be Stuart Sikes. I'm Tom, [here/ into/ your] cabin counselor. I'll help you get settled [in/ go/ dot], then we will go eat lunch [nerve/ with/ goal] the others."

Stuart was quiet and followed Tom. [There/ Either/ Ferry] were so many children at the [will/ camp/ she], and they all were having fun. [Box/ They/ Lane] looked at Stuart and someone said [hello/ pretty/ lastly]. Stuart was already homesick and his stomach [ice/ book/ hurt].

After lunch they all went down [by/ top/ out] the lake to go for canoe [faith/ still/ rides]. Three boys asked Stuart to join [them/ sent/ jeans] and Stuart did with a smile. [Hurt/ Trip/ Maybe] they would be his friends. By [that/ know/ lope] night Stuart had forgotten about Mother [so/ step/ and] Dad. He was having so much [nose/ fun/ body] at summer camp that he did [bet/ not/ mad] want to be any place else.

Practice Using the Tukey Method – Practice 1

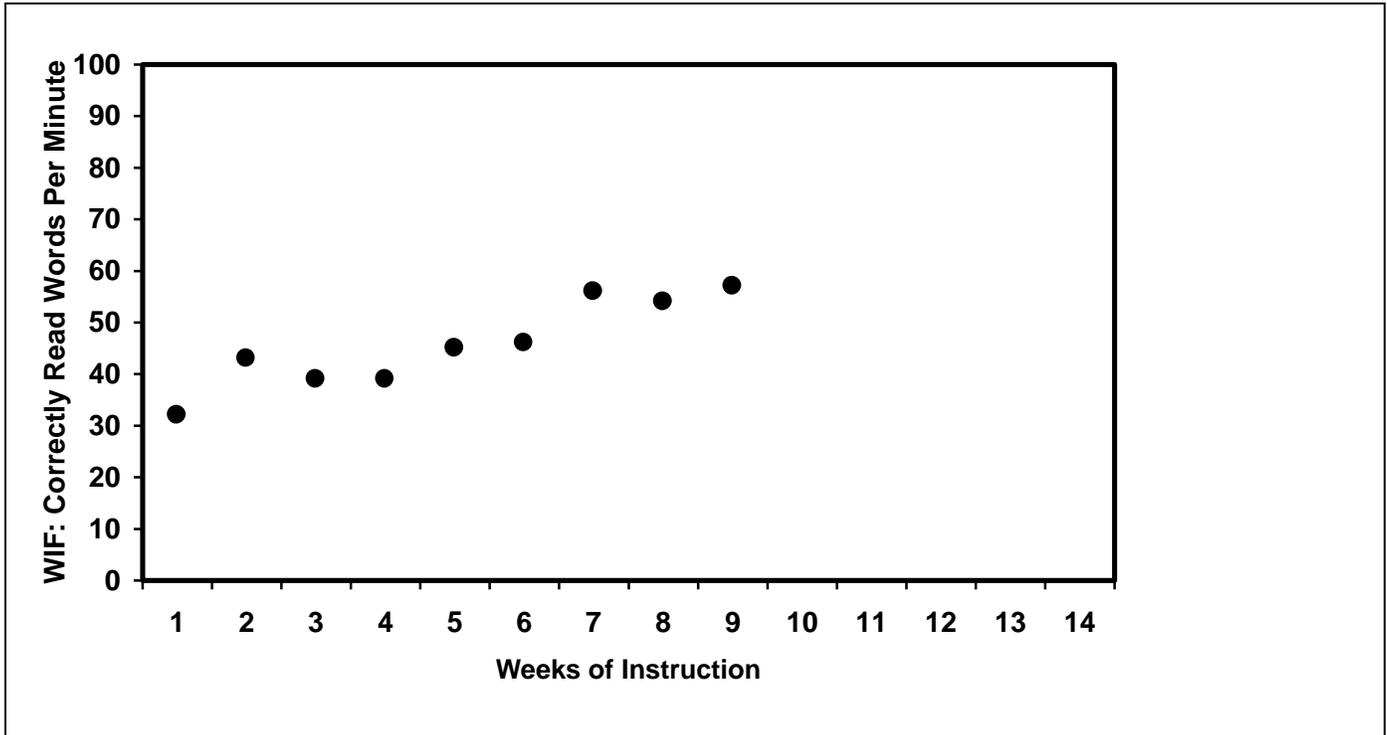


Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately).

Step 2: In the first and third sections, find the median data-point and median instructional week. Locate the place on the graph where the two values intersect and mark with an "X".

Step 3: Draw a line through the two "X's", extending to the margins of the graph. This represents the trend-line or line of improvement.

Practice Using the Tukey Method – Practice 2



Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately).

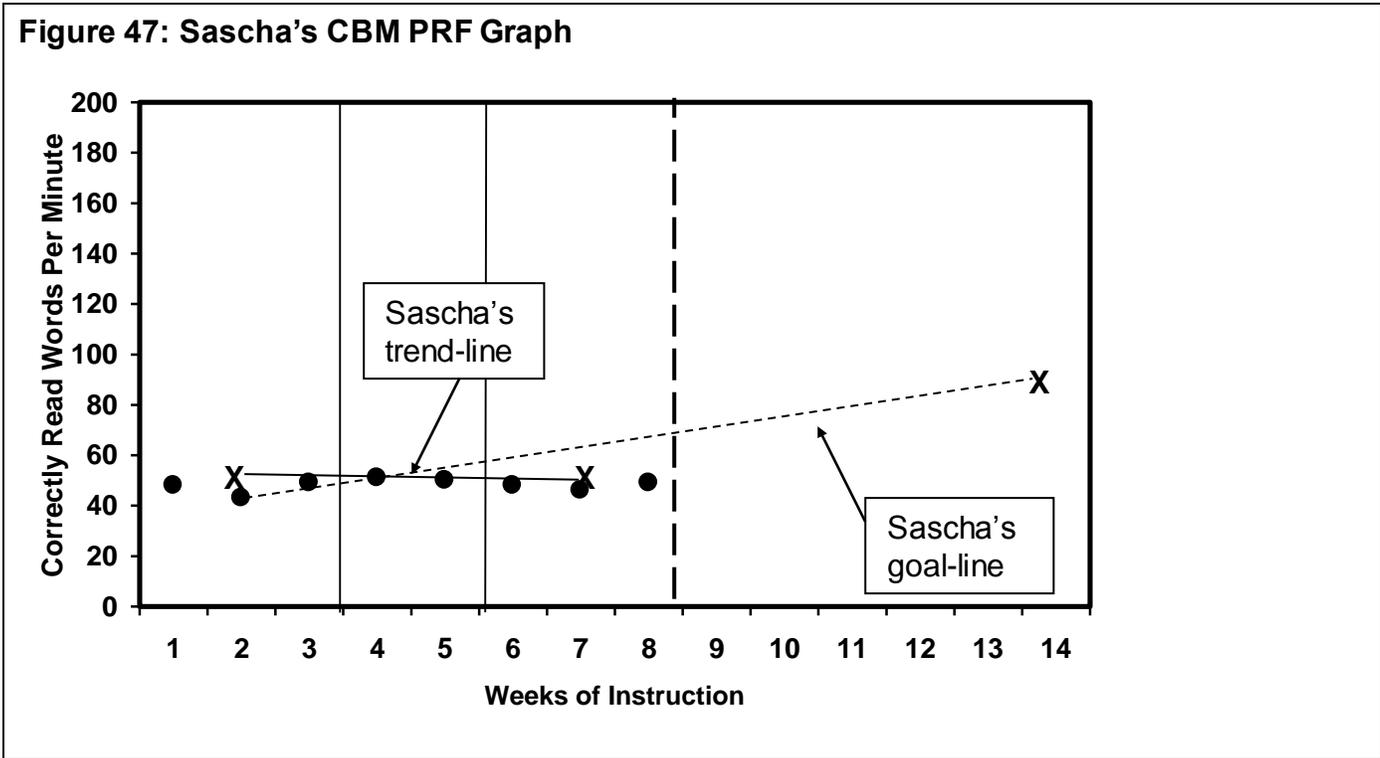
Step 2: In the first and third sections, find the median data-point and median instructional week. Locate the place on the graph where the two values intersect and mark with an "X".

Step 3: Draw a line through the two "X's", extending to the margins of the graph. This represents the trend-line or line of improvement.

CBM Case Study #1: Sascha

Mr. Miller has been monitoring his entire class using weekly CBM Passage Reading Fluency tests. He has been graphing student scores on individual student graphs. Mr. Miller used the Tukey method to draw a trend-line for Sascha's CBM PRF scores. This is Sascha's graph.

Figure 47: Sascha's CBM PRF Graph



Since Sascha's trend-line is flatter than her goal-line, Mr. Miller needs to make a change to Sascha's instructional program. He has marked the week of the instructional change with a dotted vertical line. To decide what type of instructional change might benefit Sascha, Mr. Miller decides to do a Quick Miscue Analysis on Sascha's weekly CBM PRF to find her strengths and weaknesses as a reader.

The following is Sascha's CBM PRF test.

Figure 48: Sascha's CBM PRF

Lars was a big dragon ^{doggie} . He was green and had red	11
eyes. He shot long flames ^{log flies} from his mouth ^{month} . The grass	21
around ^{round} his cave was scorched ^{scratched} .	26
Lars was the meanest dragon ^{doggie} in the land. He	35
scared ^{scratched} the people in the village ^{villain} . At night the people	45
would look up to ^{at} Lar's cave. They saw the mighty	55
flames he breathed. He blew the smoke down to the	65
village. Often the people could not breathe. The	73
smoke was too thick.	77

This is Sascha's Quick Miscue Analysis for her CBM PRF test.

Figure 49: Sascha's Quick Miscue Analysis

Quick Miscue Analysis					
	Written Word	Spoken Word	Grapho-Phonetic	Syntax	Semantics
1.	dragon	doggie	yes - d & g	yes	no
2.	long	log	yes - first & last	no	no
3.	flames	flies	yes - first & last	yes	yes
4.	mouth	month	yes - first & last	yes	no
5.	around	round	yes - all letters except 'a'	yes	yes
6.	scorched	scratched	yes - first & last	yes	no
7.	dragon	doggie	yes - d & g	yes	no
8.	scared	scratched	yes - first & last	yes	no
9.	village	villain	yes - first	yes	no
10.	to	at	no	yes	yes
		%	90%	90%	30%

Based on the Quick Miscue Analysis Table, what instructional program changes should Mr. Miller introduce into Sascha's reading program?

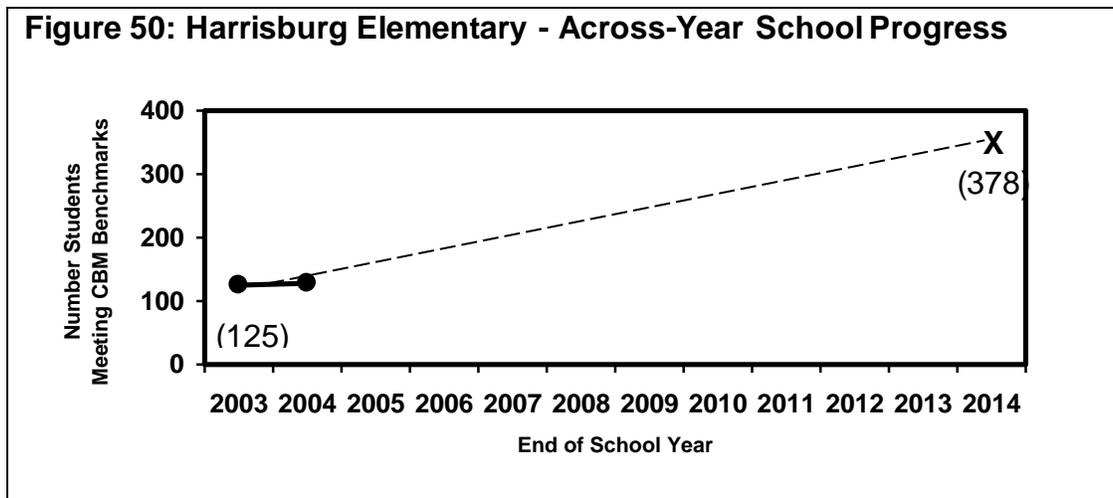
CBM Case Study #2: Harrisburg Elementary

Dr. Eckstein is the principal of Harrisburg Elementary School. She has decided, along with the school teachers and district administration, to use CBM to monitor progress towards reaching Adequate Yearly Progress (AYP) towards their school's "No Child Left Behind" proficiency goal.

Last school year (2002-2003), all 378 students at the school were assessed using CBM PRF at the appropriate grade level. 125 students initially met CBM benchmarks, and so 125 represents Harrisburg's initial proficiency status. The discrepancy between initial proficiency and universal proficiency is 253 students. To find the number of students who must meet CBM benchmarks each year before the 2113-2114 deadline, the discrepancy of 253 students is divided by the number of years until the deadline (11). $253 \div 11 = 23$. 23 students need to meet CBM benchmarks each year in order for the school to demonstrate AYP.

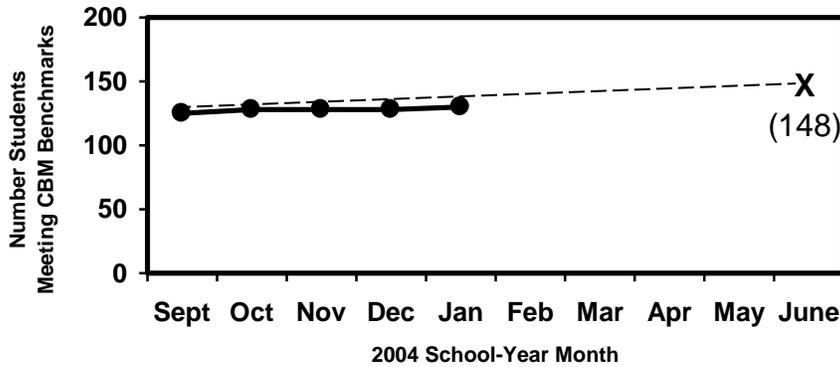
During the 2003-2004 school year, Dr. Eckstein is provided with these CBM graphs based on the performance of the students in her school.

Based on this graph, what can Dr. Eckstein decide about her school's progress since the initial year of benchmarks?



Based on this graph, what can Dr. Eckstein decide about her school's progress since the beginning of the school year?

Figure 51: Harrisburg Elementary - Within-Year School Progress



Dr. Eckstein receives the next two graphs from two different second-grade teachers. What information can she gather from these graphs?

Figure 52: Harrisburg Elementary – Mrs. Chin

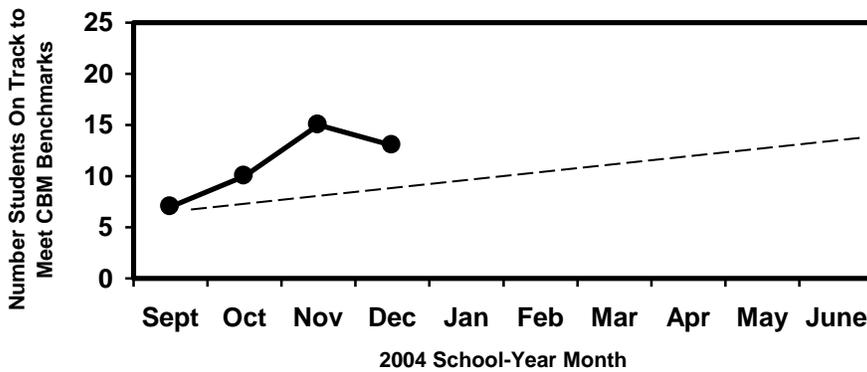
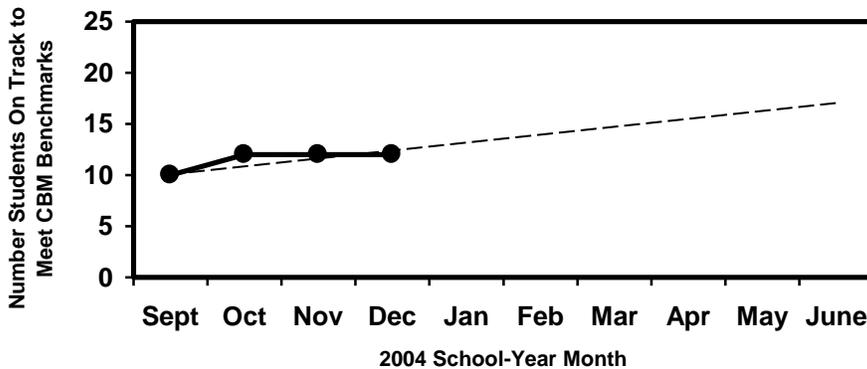
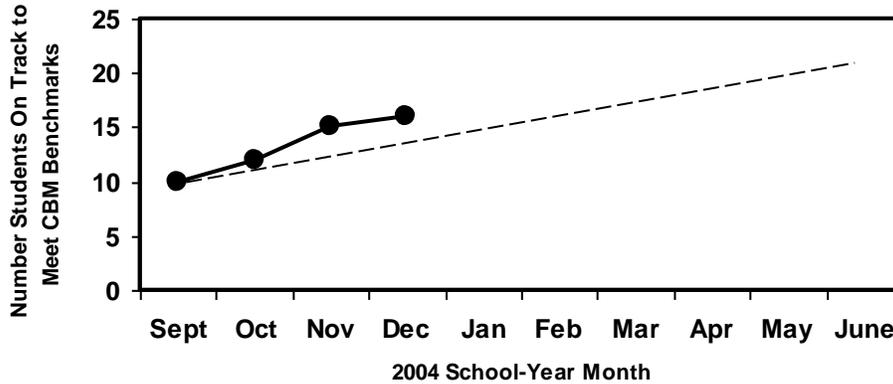


Figure 53: Harrisburg Elementary – Mr. Elliott



This is the graph that Dr. Eckstein receives based on the performance of Harrisburg’s Special Education students. What should she learn from this graph?

Figure 54: Harrisburg Elementary – Within-Year Special Education Progress



Dr. Eckstein receives a graph for every student in the school. She gives these graphs to the respective teachers of each student. How can the teachers use the graphs?

Figure 55: Hallie Martin

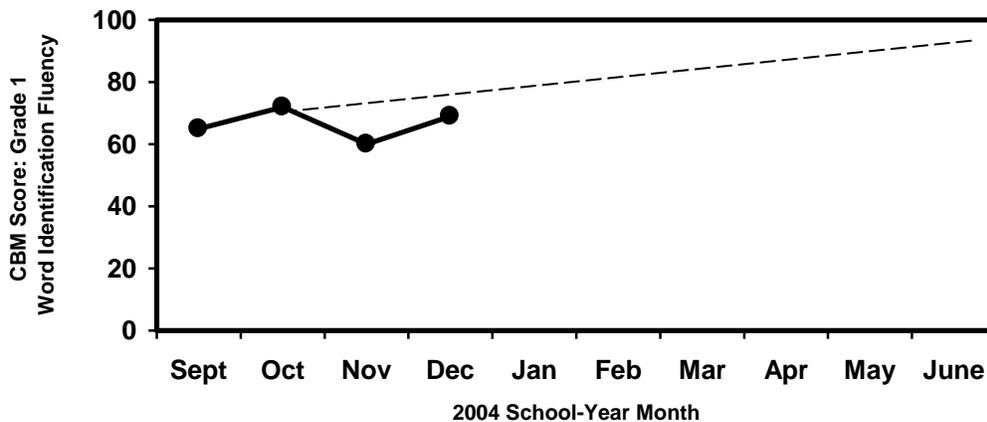
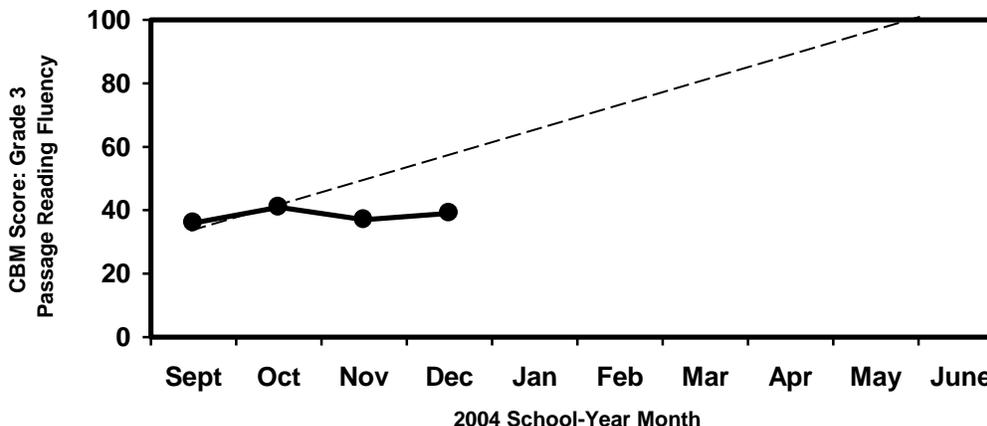


Figure 56: Davindra Sindy

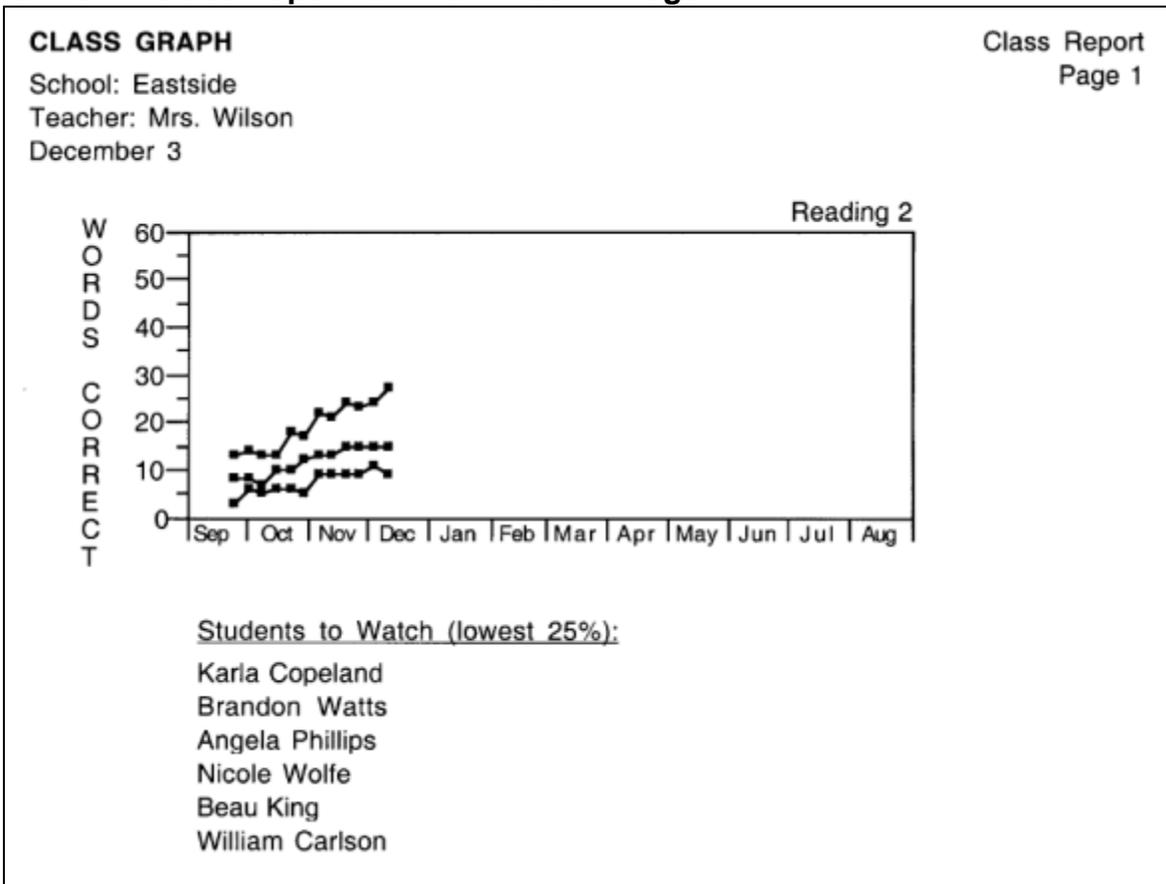


CBM Case Study #3: Ms. Wilson

Mrs. Wilson has conducted CBM since the beginning of the school year with all of the students in her classroom. She has received the following printout from the MBSP computer software program.

This is the first page of Mrs. Wilson's CBM Class Report. How would you characterize how her class is doing? How can she use this information to improve the reading of the students in her classroom?

Figure 57: CBM Class Report for Mrs. Wilson – Page 1



This is the second page of Mrs. Wilson’s Class Report. How can she use this class report to improve her classroom instruction?

Figure 58: CBM Class Report for Mrs. Wilson – Page 2

RANKED SCORES				Class Report
School: Eastside				Page 2
Teacher: Mrs. Wilson				
December 3				
<u>Name</u>	<u>Score</u>	<u>Percent</u>	<u>Slope</u>	
Jeff Griswold	34	97%	+0.45	
Shala Joiner	27	100%	+0.29	
Danielle Stevens	27	96%	+1.00	
Josh Brown	23	98%	+0.30	
Jacob McElroy	23	96%	+0.40	
Erin Watson	23	100%	+0.22	
Don Larkins	22	98%	+0.39	
Ellis Carpenter	20	98%	+0.34	
Shane Ralston	19	97%	+0.35	
Rachel Robinson	19	95%	+0.15	
David Byers	18	95%	+0.27	
Allison Burns	18	95%	+0.47	
Lauren Picard	18	97%	+0.38	
Kenneth Farmer	17	97%	+0.33	
Kayla Stewart	17	94%	+0.25	
Marshall McShane	16	89%	+0.27	
Josh Kincaid	15	97%	+0.33	
Anita Horn	15	100%	+0.23	
Michael Murphy	15	88%	+0.21	
Kim Lee	15	86%	+0.42	
Karla Copeland	13	96%	+0.34	
Brandon Watts	12	93%	+0.21	
Angela Phillips	12	96%	+0.54	
Nicole Wolfe	11	92%	+0.24	
Beau King	6	87%	+0.22	
William Carlson	3	50%	-----	

This is the third page of Mrs. Wilson's Class Report. What information does she learn on this page? How can she use this information?

Figure 59: CBM Class Report for Mrs. Wilson – Page 3

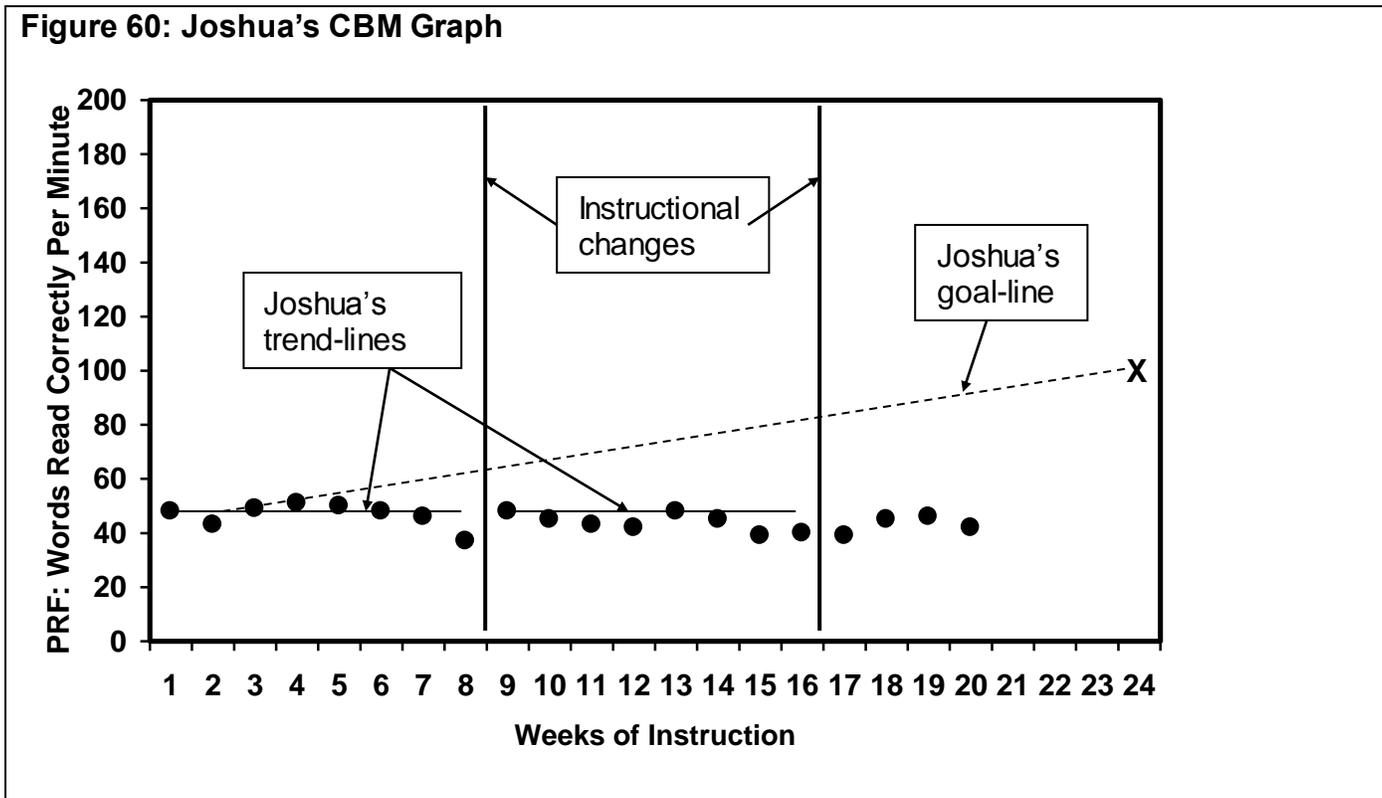
CLASS STATISTICS		Class Report
School: Eastside		Page 3
Teacher: Mrs. Wilson		
December 3		
Score		
Average score	17.9	
Standard deviation	6.6	
Discrepancy criterion	11.3	
Slope		
Average Slope	+0.34	
Standard deviation	+0.17	
Discrepancy criterion	+0.17	
Students identified with dual discrepancy criterion		
	<u>Score</u>	<u>Slope</u>

CBM Case Study #4: Joshua

Mrs. Sanchez has been using CBM to monitor the progress of all of the students in her classroom for the entire school year. She has one student, Joshua, who has been performing extremely below his classroom peers, even after two instructional changes.

Look at Joshua's CBM graph.

Figure 60: Joshua's CBM Graph

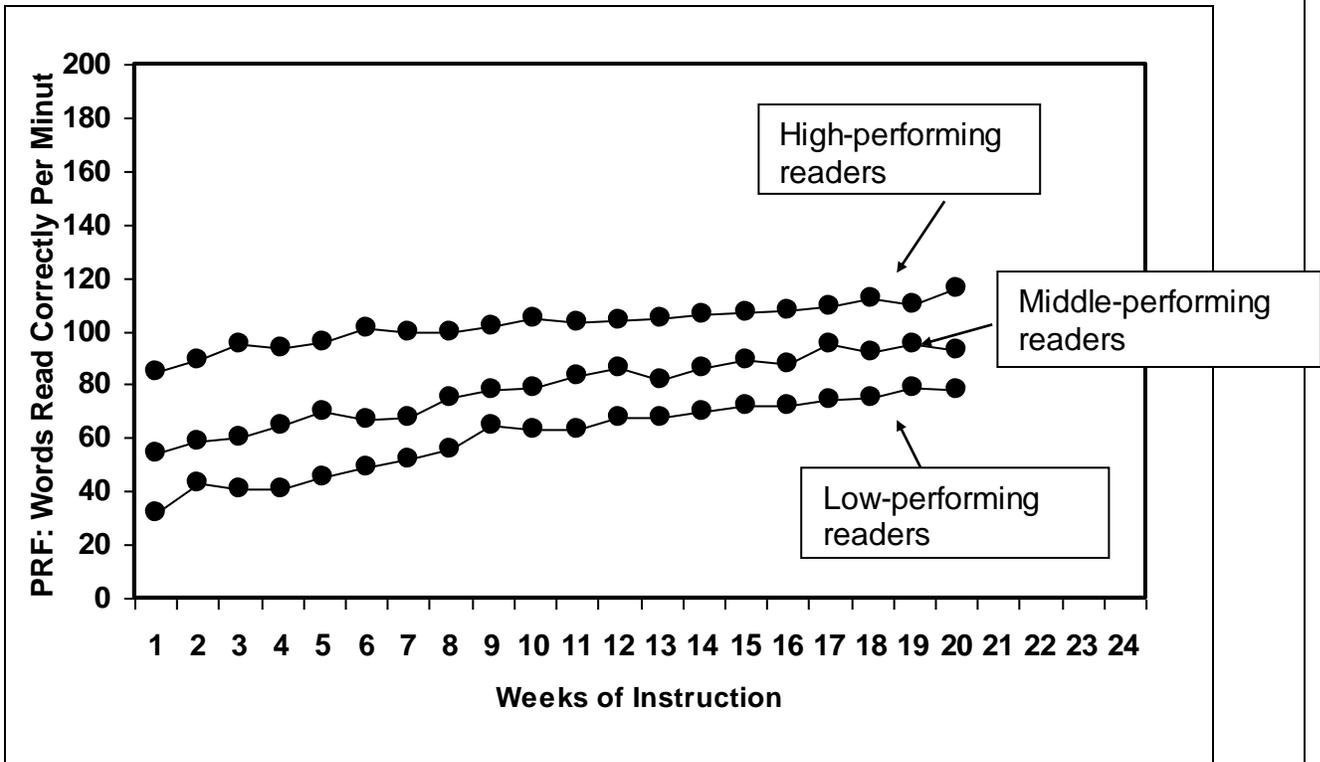


After eight weeks, Mrs. Sanchez determined that Joshua's trend-line was flatter than his goal-line, so she made an instructional change to Joshua's reading program. This instructional change included having Joshua work on basic sight words that he was trying to sound out when reading. The instructional change is the first thick, vertical line on Joshua's graph.

After another eight weeks, Mrs. Sanchez realized that Joshua's trend-line was still flatter than his goal-line. His graph showed that Joshua had made no improvement in reading. So, Mrs. Sanchez made another instructional change to Joshua's reading program. This instructional change included having Joshua work on basic letter sounds and how those letter sounds combine to form words. The second instructional change is the second thick, vertical line on Joshua's graph.

Mrs. Sanchez has been conducting CBM for 20 weeks and still has yet to see any improvement with Joshua's reading despite two instructional teaching changes. What could this graph tell Mrs. Sanchez about Joshua? Pretend you're at a meeting with your principal and IEP team members, what would you say to describe Joshua's situation? What would you recommend as the next steps? How could Mrs. Sanchez use this class graph to help her with her decisions about Joshua?

Figure 61: Mrs. Sanchez's CBM Class Report



CBM Materials

The various CBM reading measures and computer software may be obtained from the following sources.

AIMSweb / Edformation (CBM reading passages and computer software)

AIMSweb is based on CBM. It provides materials for CBM data collection and supports data use.

The following reading measures are available:

- Standard Benchmark Reading Assessment Passages:
 - 3 graded and equivalent passages for grades 1-8 for establishing fall, winter, and spring benchmarks
 - (24 total passages)
 - also available in Spanish
- Standard Progress Monitoring Reading Assessment Passages:
 - 30 graded and equivalent passages for grades 2-8
 - 23 graded and equivalent passages for grade 1
 - 23 graded and equivalent passages for primer level
 - (256 passages total)
- Standard Benchmark Early Literacy Assessment Measures:
 - 3 equivalent Standard Benchmark Early Literacy Measures to assess Phonemic Awareness and Phonics for kindergarten and grade 1 for establishing fall, winter, and spring benchmarks
- Standard Progress Monitoring Early Literacy Measures:
 - 30 equivalent Standard Early Literacy Measures for kindergarten and grade 1
 - (30 tests for each indicator)
- Standard Benchmark Reading Maze Passages:
 - 3 Standard Assessment Reading Passages for grades 1-8 have been prepared in a maze (multiple choice close) format to use as another measure of reading comprehension
 - (24 maze passages total)
- Standard Progress Monitoring Reading Maze Passages:
 - 30 graded and equivalent passages prepared in maze format for grades 2-8
 - 23 graded and equivalent passages prepared in maze format for grade 1
 - 23 graded and equivalent passages prepared in maze format for pre-primer level
 - (256 passages total)

The following are provided with the passages:

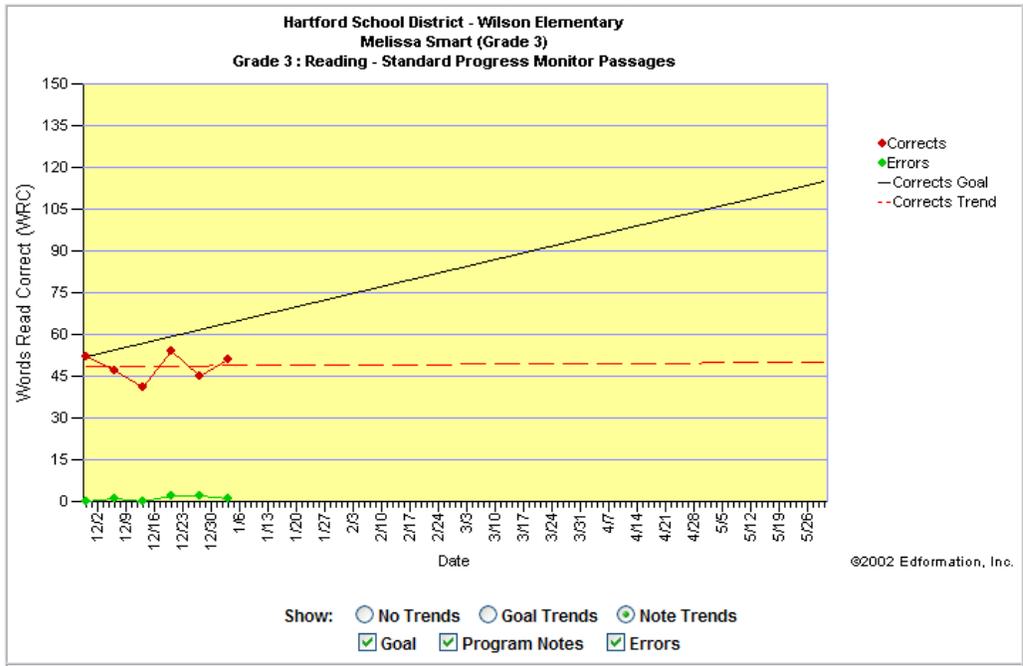
- Administration and Scoring Directions
- Directions for Organizing and Implementing a Benchmark Assessment Program

AIMSweb also has a progress monitoring computer software program available for purchase. Once the teacher administers and scores the CBM tests, the scores can be entered into the computer program for automatic graphing and analysis.

Sample AIMSweb Report

AIMSWEB[®] CHARTING THE PATH TO LITERACY
 Wilson Elementary Year: 2001-2002
 HELP | LOGOUT
 Back E-Mail
 Chart, Data, Goal Statement & Program Notes

Progress Monitoring Improvement Report from 11/28/2002 thru 05/29/2003



Goal Statement

In 26.0 weeks, Melissa Smart will achieve 115 Words Read Correct with 0 Errors from grade 3 Reading - Standard Progress Monitor Passages. The rate of improvement should be 2.4 Words Read Correct per week. The current average rate of improvement is 0.1 Words Read Correct per week.

AIMSweb measures, administration guides, scoring guides, and software are available for purchase on the internet:

<http://www.aimsweb.com> or <http://www.edformation.com>

Phone: 888-944-1882

Mail: Edformation, Inc.

6420 Flying Cloud Drive, Suite 204

Eden Prairie, MN 55344

DIBELS (CBM reading passages and computer assistance)

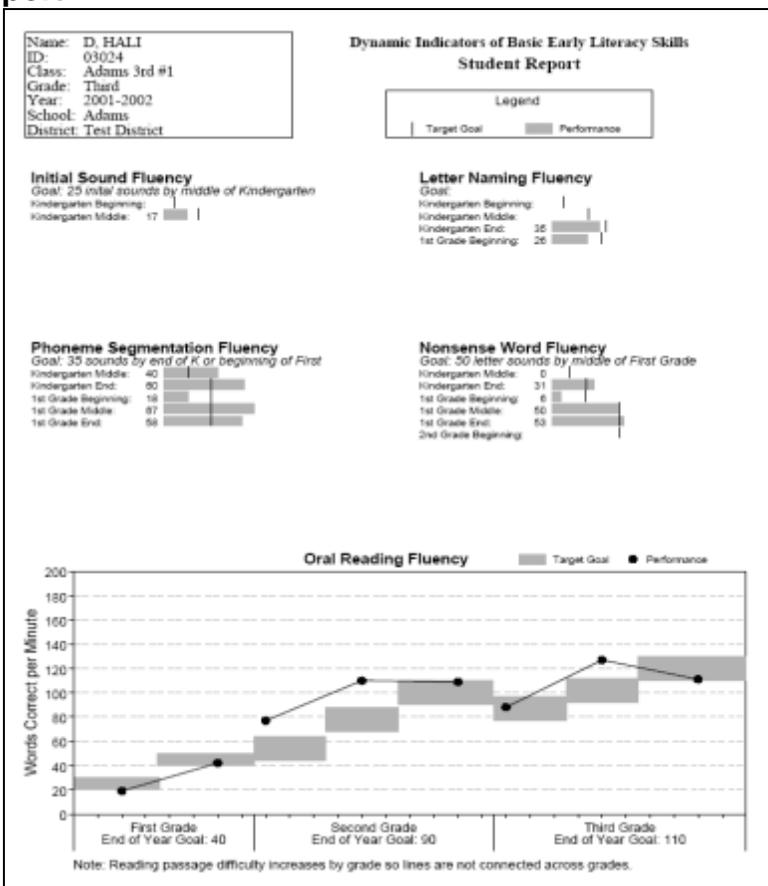
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS measures are free to download and use. To obtain the measures, teachers must register on the DIBELS website.

The following reading measures are available:

- Phoneme Segmentation Fluency (kindergarten)
- Benchmark reading passages for grades 1-6 (9 per grade)
- Assessment reading passages for grades 1-6 (20 per grade)
- Benchmark and Assessment reading passages also available in Spanish

DIBELS also operates a DIBELS Data System that allows teachers to enter students' scores, once the teacher has administered and scored the tests, online to generate automated reports. The cost for this service is \$1 per student, per year.

Sample DIBELS Report



DIBELS measures, administration guides, scoring guides, and information on the automated Data System are on the internet:

<http://dibels.uoregon.edu/>

Edcheckup (CBM reading passages)

Edcheckup offers an assessment system for screening student performance and measuring student progress toward goals in reading, based on the CBM model. The assessment system administers and scores student tests via computer.

The following reading passages are available:

- 138 Oral Reading passages for grades 1-6
- 138 Maze Reading passages for grades 1-6
- 23 Letter Sounds reading probes
- 23 Isolated Words reading probes

The following computer assistance is available:

- Student data and scores are entered on-line.
- Reports and graphs are automatically generated that follow class and student progress.
- Guidelines for setting annual goals and evaluating student progress are provided.

Edcheckup reading passages are available for purchase on the internet:

<http://www.edcheckup.com>

Phone: 952-229-1440

Mail: WebEdCo

7701 York Avenue South – Suite 250
Edina, MN 55435

McGraw-Hill (CBM computer software)

Yearly ProgressPro™, from McGraw-Hill Digital Learning, combines ongoing formative assessment, prescriptive instruction, and a reporting and data management system to give teachers and administrators the tools they need to raise student achievement. Yearly ProgressPro™ is a computer-administered progress monitoring and instructional system to bring the power of Curriculum Based Measurement (CBM) into the classroom. Students take tests on the computer, eliminating teacher time in administration and scoring.

Weekly 15-minute diagnostic CBM assessments provide teachers with the information they need to plan classroom instruction and meet individual student needs. Ongoing assessment across the entire curriculum allows teachers to measure the effectiveness of instruction as it takes place and track both mastery and retention of grade level skills. Yearly ProgressPro™ reports allow teachers and administrators to track progress against state and national standards at the individual student, class, building, or district level. Administrators can track progress towards AYP goals and disaggregate data demographically to meet NCLB requirements.

Sample Yearly ProgressPro™ Student Report



Information on the McGraw-Hill computer software is available on the internet:
<http://www.mhdigitalllearning.com>
 Phone: 1-800-848-1567 ext. 4928

Pro-Ed, Inc. (CBM computer software)

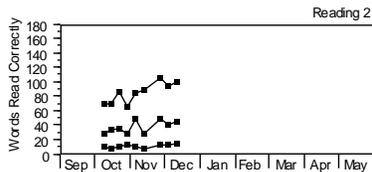
The Monitoring Basic Skills Progress (MBSP) is a computer program for automatically conducting CBM and for monitoring student progress. The computer scores the tests and provides students with immediate feedback on their progress. The software also provides teachers with individual and class-wide reports to help them plan more effective instruction.

With Basic Reading, students complete tests at the computer. The computer automatically administers and scores these tests. The program saves students' scores and prepares graphs displaying the students' progress over time. The program comes with one reproducible disk for student measurement, student feedback, and teacher analyses, along with a manual containing a case study and complete operating instructions. Purchase of the program includes a site license for use on an unlimited number of computers within one school.

Sample MBSP Report

CLASS SUMMARY

Teacher: Mrs. Brown
Report through 12/13



Students to Watch

Anthony Jones
Tyler Morris
Zack Preseton
Joey Morrison
Demonte Davis

Most Improved

Hernando Rjo
Elise McDonald
Samantha Cannon
Brianna Parks
Javari Jones

Comprehension Activities

Jessica Stevens
Nathaniel Ray
Roderick Brown
Samantha Cannon

Fluency Practice

Christian Hunter
Hernando Rjo

Phonics Instruction

MAT/LAST

Anna Faver
Anthony Jones
Brianna Parks
Demonte Davis
Joey Morrison
Rena Hedden
Richard Carter
Tyler Morris
Zack Preseton

TIME

Anna Faver
Anthony Jones
Brianna Parks
Dante Sewell
Demonte Davis
Elise McDonald
Javari Jones
Joey Morrison
Rena Hedden
Richard Carter
Tiffany Francis
Tyler Morris
Zack Preseton

CAR

Dante Sewell
Elise McDonald
Javari Jones
Tiffany Francis

BEAT

HAPPY

PUBLIC

RUNNING

MBSP software is available for purchase on the internet:

http://www.proedinc.com/store/index.php?mode=product_detail&id=0840

Phone: 800-897-2302

Mail: 8700 Shoal Creek Boulevard

Austin, TX 78757-6897

Vanderbilt University (CBM reading passages)

CBM materials were developed and researched using standard CBM procedures.

The following reading passages are available:

- Letter Sound Fluency Test for kindergarten (5 tests)
- Word Identification Fluency Test for grade 1 (20 tests)
- CBM Reading passages for grades 1-8 (30 passages per grade)
- Maze Fluency passages for grades 1-6 (30 passages per grade)

The CBM measures are free, except for copying costs and postage. The CBM measures, scoring sheets, administration instructions, and scoring instructions are available:

Phone: 615-343-4782

Mail: Diana Phillips

Peabody #328

230 Appleton Place

Nashville, TN 37203-5721

CBM Resources

- Deno, S.L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children, 52*, 219-232.
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- Fuchs, L.S. & Deno, S.L. (1987). Developing curriculum-based measurement systems for data-based special education problem solving. *Focus on Exceptional Children, 19*, 1-16.
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Fuchs, L.S. & Fuchs, D. (in press). Determining Adequate Yearly Progress From Kindergarten through Grade 6 with Curriculum-Based Measurement. *Assessment for Effective Instruction*.

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