Curriculum Based Measurement Examples

Examples taken from:
www.easycbm.com
www.interventioncentral.org
http://dibels.uoregon.edu

Curriculum Based Measurement – Reading
Letter Naming Fluency
From www.interventioncentral.org with CBM Letter Naming Fluency Generator

Curriculum-Based Measurement: ***Letter Naming Fluency: Student Copy***

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

Curriculum Based Measurement – Reading
Letter Naming Fluency
From www.interventioncentral.org with CBM Letter Naming Fluency Generator

Letter Naming Fluency Standard Directions for 1- Minute Administration

1. Place the student copy in front of the student.

2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.

3. Say these specific directions to the student:

"Here are some letters (point to the student copy). *Begin here,* (point to first letter) *and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin."*

4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.

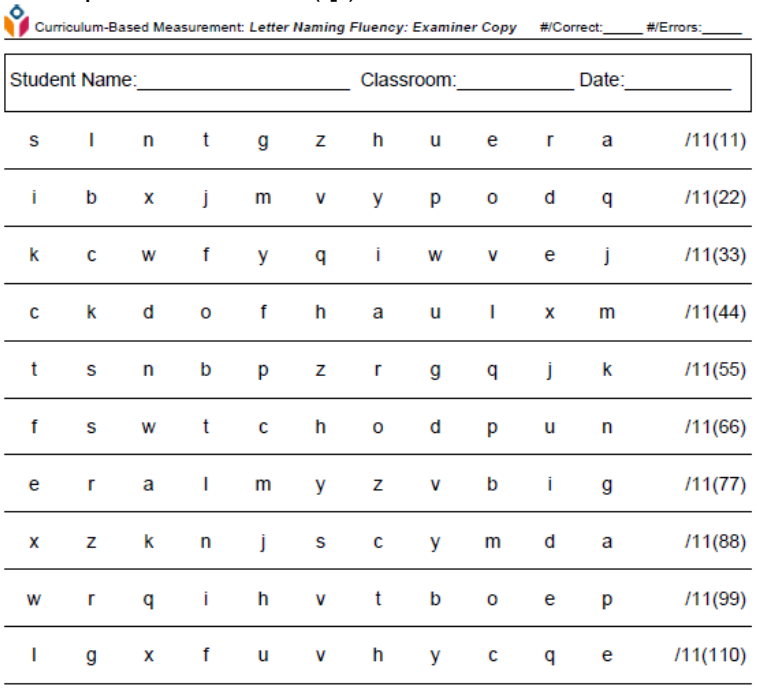
5. If the student provides the letter sound rather than the letter name say, *"Remember to tell me the letter name, not the sound it makes."* This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate by making a note at the top of the examiner copy.

6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.

7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.

8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter with 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, *"what letter?"*

9. At the end of 1 minute, place a bracket ( ]) after the last letter named and say, *"Stop."*



Curriculum-Based Measurement: *Letter Naming Fluency: Examiner Copy* #/Correct:____ #/Errors:____

Student Name:_____ Classroom:_____ Date:_____

s	l	n	t	g	z	h	u	e	r	a	/11(11)
i	b	x	j	m	v	y	p	o	d	q	/11(22)
k	c	w	f	y	q	i	w	v	e	j	/11(33)
c	k	d	o	f	h	a	u	l	x	m	/11(44)
t	s	n	b	p	z	r	g	q	j	k	/11(55)
f	s	w	t	c	h	o	d	p	u	n	/11(66)
e	r	a	l	m	y	z	v	b	i	g	/11(77)
x	z	k	n	j	s	c	y	m	d	a	/11(88)
w	r	q	i	h	v	t	b	o	e	p	/11(99)
l	g	x	f	u	v	h	y	c	q	e	/11(110)

Curriculum Based Measurement – Reading
Phoneme Segmentation Fluency
From www.easycbm.com

Assessor Copy **Form 1-1**

Student Name: _____ Date: _____

Phoneme Segmenting

Procedures

This test is administered entirely orally. Do NOT show the student this scoring sheet. There is no student copy of this test because the student is listening and responding to the words supplied by the assessor.

Directions

Say to the student: "**I am going to say a word, and you will give me the sounds you hear in that word. If I say *cap*, you will say /c/ /a/ /p/. If I say *it*, you will say /i/ /t/. If I say *top*, you will say /t/ /o/ /p/. Let's try."**

Note: This is a 60 second timed test.

Scoring

- Underline each phoneme the student says correctly.
- Put a ~~slash~~ through each phoneme the student misses.
- Students are NOT penalized for saying extra phonemes.

Item	Teacher Says	Student Says	Number Correct	Item	Teacher Says	Student Says	Number Correct
1	nurse	/n/ /ur/ /se/	___ / 3	11	strap	/s/ /t/ /r/ /a/ /p/	___ / 5
2	hire	/h/ /i/ /re/	___ / 3	12	glitch	/g/ /l/ /i/ /ch/	___ / 4
3	foul	/f/ /ou/ /l/	___ / 3	13	bold	/b/ /o/ /l/ /d/	___ / 4
4	seal	/s/ /ea/ /l/	___ / 3	14	mean	/m/ /ea/ /n/	___ / 3
5	bone	/b/ /o/ /ne/	___ / 3	15	shed	/sh/ /e/ /d/	___ / 3
6	lime	/l/ /i/ /me/	___ / 3	16	spoken	/s/ /p/ /o/ /k/ /e/ /n/	___ / 6
7	wind	/w/ /i/ /n/ /d/	___ / 4	17	draw	/d/ /r/ /aw/	___ / 3
8	loaf	/l/ /oa/ /f/	___ / 3	18	pounce	/p/ /ou/ /n/ /ce/	___ / 4
9	word	/w/ /or/ /d/	___ / 3	19	rack	/r/ /a/ /ck/	___ / 3
10	snag	/s/ /n/ /a/ /g/	___ / 4				

 # Correct _____ / 67

Curriculum Based Measurement – Reading
Word Reading Fluency
From www.easycbm.com

Student Copy **Form 3-1**

Word Reading

I	way	great	all	sun	but	work	under
left	ball	below	always	took	new	move	who
side	dollars	found	passed	watch	rich	crops	another
father	history	isn't	ready	amount	trails	matter	waves
shape	early	clear	sense	cannot	taxes	square	vowel
base	single	difference	even	ago	suddenly	pair	cattle
probably	caught	control	return	serve	heavy	president	realize
branches	action	exciting	suppose	equal	force	mind	thick
chance	blood	business	capital	human	coast	fair	governor
settled	tube	understand	entered	electric	silent	value	spread
ten	don't	dropped	under	top	bill	small	when
I'm	myself	deep	anyone	name	open	clean	farming
getting	didn't	journal	through	really	anything	wait	pair
fossil	realize	community	federal	caught	practice	general	resources
century	senior	irrigate	commercial	astronaut	urban	divided	though
crisis	mulch	adapt	military	canyon	rise	human	lifted
terms	special	independent	straight	control	protest	uncle	members
hours	terror	followed	strange	branches	chance	current	silent
observe	increase	supply	coast	captain	brought	entered	island
English	printed	square	thought	journal	complete	compare	believe
movement	blood	shoulder	value	factories	among	wire	rhythm
received	cultivate	legal	spread	statement	thick	silent	reached

Curriculum Based Measurement – Reading
Word Reading Fluency
From www.easycbm.com

Assessor Copy **Form 3-1**

Student Name: _____ Date: _____

Word Reading

Directions: Place the "Word Reading Student Copy" probe in front of the student and say, **"Please read from this list of words. Read across the page and then on to the next row."** Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a ~~slash~~ through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a words, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	way	great	all	sun	but	work	under	8
left	ball	below	always	took	new	move	who	16
side	dollars	found	passed	watch	rich	crops	another	24
father	history	isn't	ready	amount	trails	matter	waves	32
shape	early	clear	sense	cannot	taxes	square	vowel	40
base	single	difference	even	ago	suddenly	pair	cattle	48
probably	caught	control	return	serve	heavy	president	realize	56
branches	action	exciting	suppose	equal	force	mind	thick	64
chance	blood	business	capital	human	coast	fair	governor	72
settled	tube	understand	entered	electric	silent	value	spread	80
ten	don't	dropped	under	top	bill	small	when	88
I'm	myself	deep	anyone	name	open	clean	farming	96
getting	didn't	journal	through	really	anything	wait	pair	104
fossil	realize	community	federal	caught	practice	general	resources	112
century	senior	irrigate	commercial	astronaut	urban	divided	though	120
crisis	mulch	adapt	military	canyon	rise	human	lifted	128
terms	special	independent	straight	control	protest	uncle	members	136
hours	terror	followed	strange	branches	chance	current	silent	144
observe	increase	supply	coast	captain	brought	entered	island	152
English	printed	square	thought	journal	complete	compare	believe	160
movement	blood	shoulder	value	factories	among	wire	rhythm	168
received	cultivate	legal	spread	statement	thick	silent	reached	176

 # Correct _____

Airplane History

For as long as people have watched birds swirl through the air, they have longed to fly. Long ago, people would try to fly by acting like birds. They would build wings, tie them onto their arms, and then jump from a high point, flapping the wings. Sadly, this process never worked. Later, people had success in using hot-air balloons to rise into the air. There was a problem, though. The balloon went wherever the winds blew it, and the pilot had little or no control.

One hundred years ago, two brothers, Wilbur and Orville Wright, built a small, light airplane powered by a gas engine. For several years, the brothers had worked on gliding airplanes. They practiced flying in these until they were sure of their piloting skills. Finally, they knew they were ready to test the powered airplane. Sure enough, their first attempt was a success. Wilbur Wright flew more than one hundred feet in just twelve seconds. Later the same day, his brother, Orville Wright, stayed in the air for almost a whole minute, flying more than eight hundred feet. Finally, humans had achieved the dream of powered, controlled flight.

Soon others were building powered airplanes. These early airplanes were noisy, low-flying machines made of wood and cloth. Pilots sat in the open, without protection from the wind or the weather. There were no airports, so airplanes had to take off and land in fields and pastures. Pilots didn't have maps to tell them where to go. Rather, they relied on direction signals painted on barn roofs.

Benchmark 2.2
DIBELS® Oral Reading Fluency

Airplane History

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Airplane History (Continued)

Since those days, airplanes have changed in dramatic ways. Today, huge, jet-powered airplanes transport people in air-conditioned comfort quickly from place to place. Airplanes also carry manufactured goods from one city or country to another. This makes it possible for people to find products from all parts of the world in their local stores. Airplanes have truly changed not only the way people travel, but the way people live.

Total words: _____ – errors: _____ = words correct: _____

Retell: ORF Total:_____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total:_____

Notes:

Students' Copy

Ricardo loved soccer, and he could hardly wait until tomorrow's championship game. His team was going to be **(was, playing, use)** their rival, the Tigers. The Tigers **(this, because, had)** won the league title the past **(last, accomplishments, two)** years. Ricardo knew a few of **(father, the, years)** players on that team, and they **(attend, always, saw)** bragged about how they were the **(champions, rival, the)**. This year, he just knew it **(friends, was, best)** going to be different. He would **(finally, year, were)** give them a reason to be **(let, earlier, silent)** when they saw him. He would **(finally, would, rex)** give his father something that would **(playing, how, make)** his
father proud of him.

Ricardo **(had, past, their)** missed the championship game two years **(convince, earlier, no)** when he was sick with a **(tomorrow, horrible, knew)** flu. He had tried to convince **(family, his, college)** mother that he would be able **(it, to, give)** play, but she wouldn't hear **(she, of, much)** it. She wouldn't even let **(him, insisted, most)** sit on the sidelines and watch **(of, the, on)** game; he was too sick. He **(had, looking, title)** to wait for his best friends **(could, different, Rex)** and Sara to come tell him **(two, all, trying)** about the loss after the game. **(It, Days, Mother)** had been one of the most **(ricardo, t, miserable)** days of his life, especially when **(bragged, he, especially)** remembered how much his father had **(been, she, always)** looking forward to the game.

Last **(year, but, reason)** he had to miss the championship **(game, something, until)** because his cousin Lucinda was graduating **(when, heard, from)** college. His whole family had insisted **(all, just, that)** he attend the graduation to celebrate **(tried, Lucinda, league)**'s accomplishments. When Ricardo heard his **(his, been, father)** agree that he needed to go **(to, go, a)** the graduation, he knew that it **(they, was, him)** no use trying to argue.

Curriculum Based Measurement – Reading
Maze
Passage from www.easycbm.com, Maze generated on www.interventioncentral.org using CBM Mase Passage Generator

Curriculum-Based Measurement: ***Maze Passage: Examiner Copy***

Student/Classroom: _____ Examiner: _____ Assessment Date: _____

Ricardo loved soccer, and he could hardly wait until tomorrow's championship game. His team was going to be **(playing)** their rival, the Tigers. The Tigers **(had)** won the league title the past **(two)** years. Ricardo knew a few of **(the)** players on that team, and they **(always)** bragged about how they were the **(champions)**. This year, he just knew it **(was)** going to be different. He would **(finally)** give them a reason to be **(silent)** when they saw him. He would **(finally)** give his father something that would **(make)** his
father proud of him.

Ricardo **(had)** missed the championship game two years **(earlier)** when he was sick with a **(horrible)** flu. He had tried to convince **(his)** mother that he would be able **(to)** play, but she wouldn't hear **(of)** it. She wouldn't even let **(him)** sit on the sidelines and watch **(the)** game; he was too sick. He **(had)** to wait for his best friends **(Rex)** and Sara to come tell him **(all)** about the loss after the game. **(It)** had been one of the most **(miserable)** days of his life, especially when **(he)** remembered how much his father had **(been)** looking forward to the game.

Last **(year)** he had to miss the championship **(game)** because his cousin Lucinda was graduating **(from)** college. His whole family had insisted **(that)** he attend the graduation to celebrate **(Lucinda)**'s accomplishments. When Ricardo heard his **(father)** agree that he needed to go **(to)** the graduation, he knew that it **(was)** no use trying to argue.

Curriculum Based Measurement – Math
Number Identification Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

10	4	9	7	1	3	5	6	2	0
8	0	7	8	5	2	6	10	4	1
9	3	5	10	0	1	3	9	7	4
6	2	8	8	9	10	0	2	5	1
6	3	7	4	8	3	10	1	0	9
6	7	4	5	2	8	0	4	9	3
7	2	10	1	6	5	5	4	8	10
7	0	6	1	9	3	2	5	1	7
2	3	8	4	6	0	10	9	1	7

Curriculum Based Measurement – Math
Number Identification Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

Directions for Administration

1. The examiner sits with the student in a quiet area without distractions. The examiner sits at a table across from the student.
2. The examiner says to the student: *"The sheet on your desk has rows of numbers." "When I say, 'start,' begin reading the numbers aloud. Start at the top of this page and read across the page* [demonstrate by pointing]*. Try to read each number." "When you come to the end of a row, go to the next row. Are there any questions?* [Pause] *Start."*
3. The examiner begins the stopwatch when the student reads the first number aloud. If the student hesitates on a number for 3 seconds or longer, the examiner says, *"Go to the next one."* (If necessary, the examiner points to the next number as a student prompt.)
4. The examiner marks each Number Identification error by marking a slash (/) through the incorrectly read number on the examiner form.
5. At the end of one minute, the examiner says, *"Stop"* and writes in a right-bracket symbol ( ]) on the examiner form from the point in the number series that the student had reached when the time expired. The examiner then collects the student Number Identification sheet.

10	4	9	7	1	3	5	6	2	0
8	0	7	8	5	2	6	10	4	1
9	3	5	10	0	1	3	9	7	4
6	2	8	8	9	10	0	2	5	1
6	3	7	4	8	3	10	1	0	9
6	7	4	5	2	8	0	4	9	3
7	2	10	1	6	5	5	4	8	10
7	0	6	1	9	3	2	5	1	7
2	3	8	4	6	0	10	9	1	7

NID Total Items Attempted: ___ NID Errors: ___NID Correct Items: ____

Curriculum Based Measurement – Math
Quantity Discrimination Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

10 13	6 5	2 11	4 12
1 15	7 9	11 5	7 1
19 10	11 8	1 10	7 9
18 10	0 2	16 17	5 3
9 18	10 7	20 11	7 19
18 19	12 6	12 16	17 14
8 12	18 3	8 16	0 5
7 20	7 20	14 4	10 15
13 6	2 14	12 15	8 6

Curriculum Based Measurement – Math
Quantity Discrimination Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

Directions for Administration

1. The examiner says to the student: *"The sheet on your desk has pairs of numbers. In each set, one number is bigger than the other."*
   "When I say, 'start,' tell me the name of the number that is larger in each pair. Start at the top of this page and work across the page [demonstrate by pointing]*. Try to figure out the larger number for each example."*
   "When you come to the end of a row, go to the next row. Are there any questions? [Pause] *Start."*
   NOTE: If the student has difficulties with speech production, the examiner can use this alternate wording for directions: *"When I say, 'start,' point to the number that is larger in each pair."*
2. The examiner begins the stopwatch when the student responds aloud to the first item. If the student hesitates on a number for 3 seconds or longer on a Quantity Discrimination item, the examiner says, *"Go to the next one."* (If necessary, the examiner points to the next number as a student prompt.)
3. The examiner marks each Quantity Discrimination error by marking a slash (/) through the incorrect response item on the examiner form.
4. At the end of one minute, the examiner says, *"Stop"* and writes in a right-bracket symbol ( ]) on the examiner form after the last item that the student had attempted when the time expired.

Item 1.	10	13	Item 2.	6	5	Item 3.	2	11	Item 4.	4	12
Item 5.	1	15	Item 6.	7	9	Item 7.	11	5	Item 8.	7	1
Item 9.	19	10	Item 10.	11	8	Item 11.	1	10	Item 12.	7	9
Item 13.	18	10	Item 14.	0	2	Item 15.	16	17	Item 16.	5	3
Item 17.	9	18	Item 18.	10	7	Item 19.	20	11	Item 20.	7	19
Item 21.	18	19	Item 22.	12	6	Item 23.	12	16	Item 24.	17	14
Item 25.	8	12	Item 26.	18	3	Item 27.	8	16	Item 28.	0	5
Item 29.	7	20	Item 30.	7	20	Item 31.	14	4	Item 32.	10	15
Item 33.	13	6	Item 34.	2	14	Item 35.	12	15	Item 36.	8	6

Curriculum Based Measurement – Math
Missing Number Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

1 ___ 3	3 4 ___	14 ___ 16
___ 9 10	5 ___ 7	9 ___ 11
15 ___ 17	14 ___ 16	7 ___ 9
___ 10 11	___ 18 19	___ 9 10
18 19 ___	___ 18 19	8 ___ 10
17 18 ___	___ 3 4	___ 6 7
14 15 ___	___ 1 2	5 ___ 7
___ 10 11	___ 4 5	10 11 ___
___ 17 18	14 15 ___	___ 5 6

Curriculum Based Measurement – Math
Missing Number Fluency
From www.interventioncentral.org using CBM Early Math Fluency Generator

Directions for Administration

1. The examiner says to the student: *"The sheet on your desk has sets of numbers. In each set, a number is missing."*
   "When I say, 'start,' tell me the name of the number that is missing from each set of numbers. Start at the top of this page and work across the page [demonstrate by pointing]*. Try to figure out the missing number for each example?".*
   "When you come to the end of a row, go to the next row. Are there any questions? [Pause] *Start."*
   NOTE: If the student has difficulties with speech production, the examiner can give the student a pencil and use this alternate wording for directions: *"When I say, 'start, write in the number that is missing from each set of numbers."*
2. The examiner begins the stopwatch when the student reads the first number aloud. If the student hesitates on a number for 3 seconds or longer on a Missing Number item, the examiner says the correct number aloud and says, *"Go to the next one."* (If necessary, the examiner points to the next number as a student prompt.)
3. The examiner marks each Missing Number error by marking a slash (/) through the incorrect response item on the examiner form.
4. At the end of one minute, the examiner says, *"Stop"* and writes in a right-bracket symbol ( ]) on the examiner form after the last item that the student had attempted when the time expired.

Item 1. 1 ***2*** 3	Item 2. 3 4 ***5***	Item 3. 14 ***15*** 16
Item 4. ***8*** 9 10	Item 5. 5 ***6*** 7	Item 6. 9 ***10*** 11
Item 7. 15 ***16*** 17	Item 8. 14 ***15*** 16	Item 9. 7 ***8*** 9
Item 10. ***9*** 10 11	Item 11. ***17*** 18 19	Item 12. ***8*** 9 10
Item 13. 18 19 ***20***	Item 14. ***17*** 18 19	Item 15. 8 ***9*** 10
Item 16. 17 18 ***19***	Item 17. ***2*** 3 4	Item 18. ***5*** 6 7
Item 19. 14 15 ***16***	Item 20. ***0*** 1 2	Item 21. 5 ***6*** 7
Item 22. ***9*** 10 11	Item 23. ***3*** 4 5	Item 24. 10 11 ***12***
Item 25. ***16*** 17 18	Item 26. 14 15 ***16***	Item 27. ***4*** 5 6

MN Total Items Attempted: _____ MN Errors: _____ MN Correct Items: _____

Curriculum Based Measurement – Math
Math Calculation Fluency
From www.interventioncentral.org using CBM Math Worksheet Generator

74 x 3	34 x 2	87 x 6
32 x 8	48 x 5	34 x 9
94 x 4	80 x 4	16 x 6

Directions for Administration

The sheets on your desk are math facts.
All the problems are [addition or subtraction or multiplication or division] facts.
When I say 'start,' turn them over and begin answering the problems. Start on the first problem on the left on the top row [point]. *Work across and then go to the next row. If you can't answer the problem, make an 'X' on it and go to the next one. If you finish one side, go to the back. Are there any questions?*
Say, *Start.* The examiner starts the stopwatch.
While the students are completing worksheets, the examiner and any other adults assisting in the assessment circulate around the room to ensure that students are working on the correct sheet, that they are completing problems in the correct order (rather than picking out only the easy items), and that they have pencils, etc.
After 2 minutes have passed, the examiner says *Stop.* CBM math probes are collected for scoring.

Item 1:
3 CD/3 CD Total

```
  74
x  3
---
222
```

Item 2:
2 CD/5 CD Total

```
  34
x  2
---
 68
```

Item 3:
3 CD/8 CD Total

```
  87
x  6
---
522
```

Item 4:
3 CD/11 CD Total

```
  32
x  8
---
256
```

Item 5:
3 CD/14 CD Total

```
  48
x  5
---
240
```

Item 6:
3 CD/17 CD Total

```
  34
x  9
---
306
```

Item 7:
3 CD/20 CD Total

```
  94
x  4
---
376
```

Item 8:
3 CD/23 CD Total

```
  80
x  4
---
320
```

Item 9:
2 CD/25 CD Total

```
  16
x  6
---
 96
```

Curriculum Based Measurement – Math
Math Concepts and Applications
From www.easycbm.com

Math Algebra 6_1

Student Name:_____ Date:_____

1.

a = 5

b = 6

a + b + 7 = ___

A. 17

B. 18

C. 15

2.

6y = 60

y = ___

A. 11

B. 54

C. 10

3.

W = 2

Z = 3

(W × Z) + W = ___

A. 9

B. 8

C. 4

4.

x − 67 = 104

x = ___

A. 150

B. 168

C. 171

Curriculum Based Measurement – Writing
Correct Writing Sequences
From www.interventioncentral.org

Administration: The examiner distributes copies of CBM writing probes to all the students in the group. examiner says to the students: *I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions?*
For the next minute, think about . . . [insert story-starter]. The examiner starts the stopwatch. At the end of 1 minute, the examiner says, *Start writing.*
While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.
After 3 additional minutes, the examiner says, *Stop writing.*
CBM writing probes are collected for scoring.

Scoring: Correct Writing Sequences--When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is used to mark the presence of a correct writing sequence.

The following scoring rules will aid the instructor in determining correct writing sequences:
Correctly spelled words make up a correct writing sequence (reversed letters are acceptable, so long as they do not lead to a misspelling):
^Is^that^a^red^car^?

Necessary marks of punctuation (excluding commas) are included in correct writing sequences:
^Is^that^a^red^car^?

Syntactically correct words make up a correct writing sequence:
^Is^that^a^red^car^?
^Is^that^a^car red?

Semantically correct words make up a correct writing sequence:
^Is^that^a^red^car^?
^Is^that^a read car^?

If correct, the initial word of a writing sample is counted as a correct writing sequence:
^Is^that^a^red^car^?
Titles are included in the correct writing sequence count:
^The^Terrible^Day

With the exception of dates, numbers written in numeral form are not included in the correct writing sequence count:
^The 14 soldiers^waited^in^the^cold^.
^The^crash^occurred^in^1976^.

Curriculum Based Measurement – Spelling
Correct Spelling Sequences
From www.interventioncentral.org

Administration: The examiner distributes answer sheets to all the students in the group. If the students are in grades 1-3, the lined answer sheet should be numbered from 1 to 12. For student is grades 4-8, the answer sheet should be numbered 1 to 17.
The examiner says to the students: *I am going to read some words to you. I want you to spell the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I'll give you (7 or 10) seconds to spell each word. When I say the next word, write it down, even if you haven't finished the last one. You will receive credit for each correct letter written. Are there any questions?* (Pause) *Let's begin.*
The examiner says the first word and starts the stopwatch. Each word is repeated twice. Homonyms are used in a sentence to clarify their meaning (e.g., "Lead. The pipe was made of lead.
Lead.") A new word is announced each (7 or 10) seconds for a total time of 2 minutes. After every third word for younger children and every fifth word for older children, the teacher says the number of the word. (e.g., "Number 5. Basket. Basket.") The examiner or assistants check students while they are writing to ensure that they are writing on the correct line.
After 2 minutes, the examiner says, *Stop. Put your pencils down.*

Scoring: The scoring of CBM spelling probes is similar to that of other CBM measures in that it is designed to give credit to the student for even partial competencies. Instead of giving credit for words only when all letters are correct, CBM views spelling words as being made up of smaller units called letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. The CBM method of scoring words is also quite sensitive to short-term student gains in spelling skills. To compute the number of correct letter sequences in a spelling word, the instructor first assumes that there is a space-holder, or "phantom letter," at the beginning and end of each word. For each pair of letters that appear in correct sequence, the teacher places a caret (^) above that letter-pair. The initial and final "phantom letters" are also counted in letter sequences.

Omitted letters will affect the letter-sequence count:
Correct: _^t^r^a^i^n^_ CLS = 6 Incorrect: _^t^r^a n^_ CLS =4

Inserted letters will not be included in the letter-sequence count:
Correct: _^d^r^e^s^s^_ CLS = 6 Incorrect: _^d^r^e a s^s^_ CLS =5

In words with double letters, if one of those double letters has been omitted, only the first letter written is included as a correct letter sequence:
Correct: _^t^a^p^p^i^n^g^_ CLS = 8 Incorrect: _^t^a^p i^n^g^_ CLS =6

Initial letters of proper nouns must be capitalized to be included in the letter sequence count:
Correct: _^M^o^n^d^a^y^_ CLS =7 Incorrect: _ m o^n^d^a^y^_ CLS =5

In words with internal punctuation (e.g., apostrophes, hyphens), those punctuation marks are separately counted as letters when calculating the letter-sequence count:
Correct: _^c^a^n^'^t^_ CLS =6 Incorrect: _^c^a^n t^_ CLS =4

Reversed letters are counted when calculating correct letter-sequences unless those reversals appear as another letter:
Correct: _^ ^e^l^l^o^w^_ CLS =7 Incorrect: _ q r^e^t^t^y^_ CLS =5

TABLE 1
Oral reading fluency norms, grades 1-8

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
	SD		32	39
	Count		16,950	19,434
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
	Count	15,896	18,229	20,128
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
	Count	16,988	17,383	18,372
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
	SD	40	41	43
	Count	16,523	14,572	16,269
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
	SD	45	44	45
	Count	16,212	13,331	15,292
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
	SD	42	45	44
	Count	10,520	9,218	11,290
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
	SD	40	43	41
	Count	6,482	4,058	5,998
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97
	SD	43	45	41
	Count	5,546	3,496	5,335

WCPM: Words correct per minute
SD: Standard deviation
Count: Number of student scores

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Realistic and Ambitious Growth Rates

Oral Passage Reading – Expected Rates of Weekly Improvement		
Grade Level	**Realistic Weekly Improvement**	**Ambitious Weekly Improvement**
1	2 words	3 words
2	1.5 words	2.0 words
3	1.0 words	1.5 words
4	.85 words	1.1 words
5	.5 words	.8 words
6	.3 words	.65 words

Reading Maze - Expected Rates of Weekly Improvement		
Grade Level	**Realistic Weekly Improvement**	**Ambitious Weekly Improvement**
2	.39 words	.84 words
3	.39 words	.84 words
4	.39 words	.84 words
5	.39 words	.84 words
6	.39 words	.84 words

Math – Digits Correct - Expected Rates of Weekly Improvement		
Grade Level	**Realistic Weekly Improvement**	**Ambitious Weekly Improvement**
1	.30 digits	.50 digits
2	.30 digits	.50 digits
3	.30 digits	.50 digits
4	.70 digits	1.15 digits
5	.75 digits	1.20 digits
6	.45 digits	1.0 digits

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Oral Reading Fluency –Weekly Improvement Rates			
Grade Level	**Modest**	**Reasonable**	**Ambitious**
1-2	1.0 words	1.5 words	2.0 words
3-6	0.5 words	1.0 words	1.5 words

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