

Progress Monitoring

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Progress Monitoring

- Teachers assess students' academic performance on a regular basis
- To determine whether children are profiting appropriately from the typical instructional program
- To build more effective programs for children who do not benefit appropriately from typical instruction

A Scientific Base Supports One
Form of Progress Monitoring:

Curriculum-Based Measurement

CBM

What is CBM?

A form of classroom assessment for . . .

- describing academic competence in reading, spelling or math
- tracking academic development
- improving student achievement

Curriculum-Based Measurement (CBM) . . .

- result of 20 years of research
- used in schools across the country
- demonstrates strong reliability and validity
- used with all children to determine whether they are profiting from typical instruction
- used with failing children to enhance instructional programs

Research indicates:

- CBM produces accurate, meaningful information about students' academic levels and growth;
- CBM is sensitive to student improvement;
- When teachers use CBM to inform their instructional decisions, students achieve better.

Most Forms of Classroom
Assessment are Mastery
Measurement

CBM is NOT
Mastery Measurement

Mastery Measurement describes mastery of a series of short-term instructional objectives.

Mastery Measurement describes mastery of a series of short-term instructional objectives.

To implement mastery measurement, the teacher

- determines a sensible instructional sequence for the school year
- designs criterion-referenced testing procedures to match each step in that instructional sequence

Fourth Grade Math Computation Curriculum

- 1 Multidigit addition with regrouping
- 2 Multidigit subtraction with regrouping
- 3 Multiplication facts, factors to 9
- 4 Multiply 2-digit numbers by a 1-digit number
- 5 Multiply 2-digit numbers by a 2-digit number
- 6 Division facts, divisors to 9
- 7 Divide 2-digit numbers by a 1-digit number
- 8 Divide 3-digit numbers by a 1-digit number
- 9 Add/subtract simple fractions, like denominators
- 10 Add/subtract whole number and mixed number

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Multidigit Addition Mastery Test

Name: _____ Date _____

Adding

$$\begin{array}{r} 36521 \\ + 63758 \\ \hline \end{array}$$

$$\begin{array}{r} 53429 \\ + 63421 \\ \hline \end{array}$$

$$\begin{array}{r} 84525 \\ + 75632 \\ \hline \end{array}$$

$$\begin{array}{r} 67842 \\ + 53937 \\ \hline \end{array}$$

$$\begin{array}{r} 57321 \\ + 46391 \\ \hline \end{array}$$

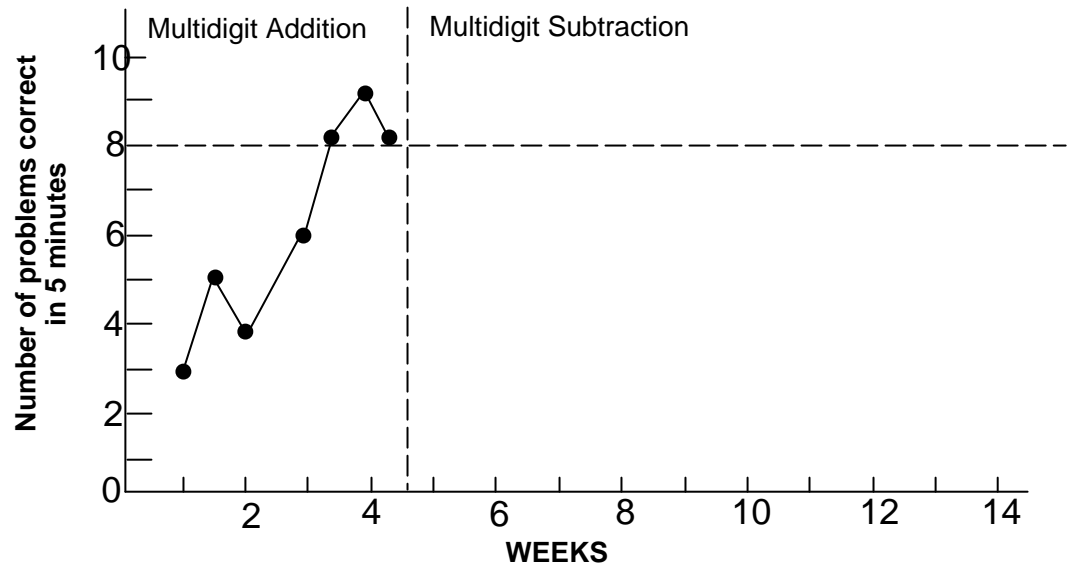
$$\begin{array}{r} 56382 \\ + 94742 \\ \hline \end{array}$$

$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

$$\begin{array}{r} 32415 \\ + 85439 \\ \hline \end{array}$$

$$\begin{array}{r} 45321 \\ + 86274 \\ \hline \end{array}$$



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Multidigit Subtraction Mastery Test

Name: _____ Date _____

Subtracting

$$\begin{array}{r} 6521 \\ - 375 \\ \hline \end{array}$$

$$\begin{array}{r} 5429 \\ - 634 \\ \hline \end{array}$$

$$\begin{array}{r} 8455 \\ - 756 \\ \hline \end{array}$$

$$\begin{array}{r} 6782 \\ - 937 \\ \hline \end{array}$$

$$\begin{array}{r} 7321 \\ - 391 \\ \hline \end{array}$$

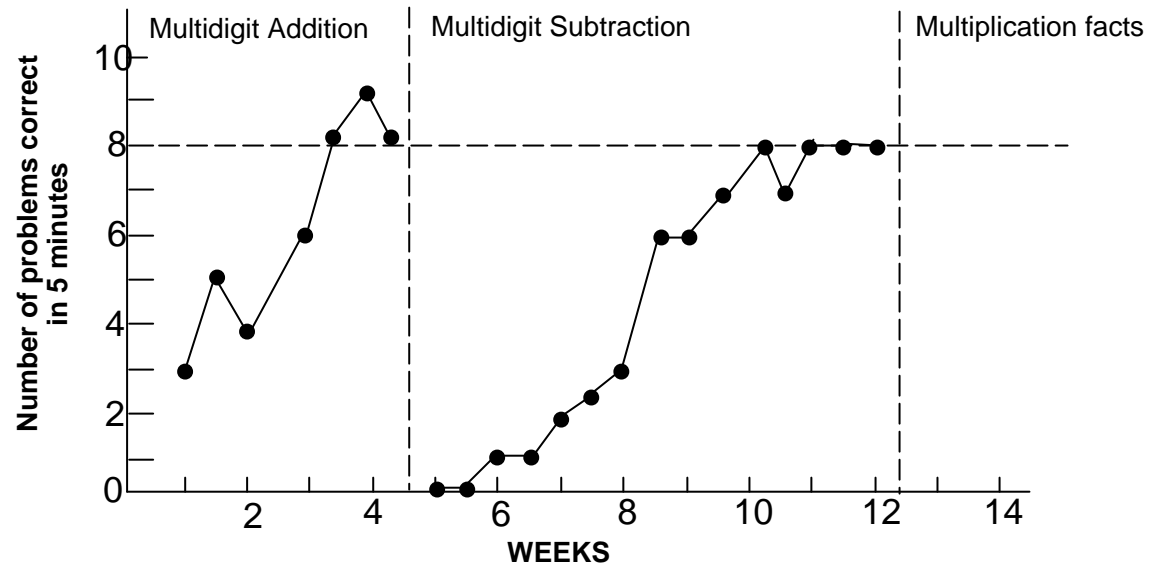
$$\begin{array}{r} 5682 \\ - 942 \\ \hline \end{array}$$

$$\begin{array}{r} 6422 \\ - 529 \\ \hline \end{array}$$

$$\begin{array}{r} 3484 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 2415 \\ - 854 \\ \hline \end{array}$$

$$\begin{array}{r} 4321 \\ - 874 \\ \hline \end{array}$$



Problems Associated with Mastery Measurement

- Hierarchy of skills is logical, not empirical.
- Assessment does not reflect maintenance or generalization.
- Number of objectives mastered does not relate well to performance on criterion measures.
- Measurement shifts make it difficult to estimate learning patterns.
- Measurement methods are designed by teachers, with unknown reliability and validity.
- Measurement framework is highly associated with a set of instructional methods.

Curriculum-Based Measurement (CBM) was designed to address these problems.

- CBM makes no assumptions about instructional hierarchy for determining measurement (i.e., fits with any instructional approach)
- CBM incorporates automatic tests of retention and generalization.

How To Do CBM

- Identify the skills in the year-long curriculum
- Determine the weight of skills in the curriculum
- Create 30 alternate test forms
 - each test samples the entire year's curriculum
 - each test contains the same types of problems
- Give tests weekly (twice weekly for special ed)
- Graph and analyze data
- Modify instruction as appropriate

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MATH CBM

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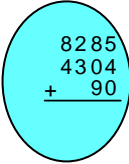
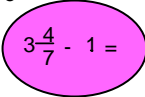
Password: ARM

Name: _____ Date _____

A $\frac{3}{7} - \frac{2}{7} =$	B $1\frac{6}{7} + 3 =$	C $4\overline{)6}$	D $6\overline{)78}$	E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$
F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$	I $6\overline{)48}$	J $5\overline{)20}$
K $2\overline{)50}$	L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$	M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$	N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	O $7\overline{)30}$
P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$	Q $8\overline{)32}$	R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$	S $7\frac{4}{7} - 2 =$	T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$
U $\frac{3}{5} + \frac{1}{5} =$	V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$	W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	Y $7\overline{)56}$

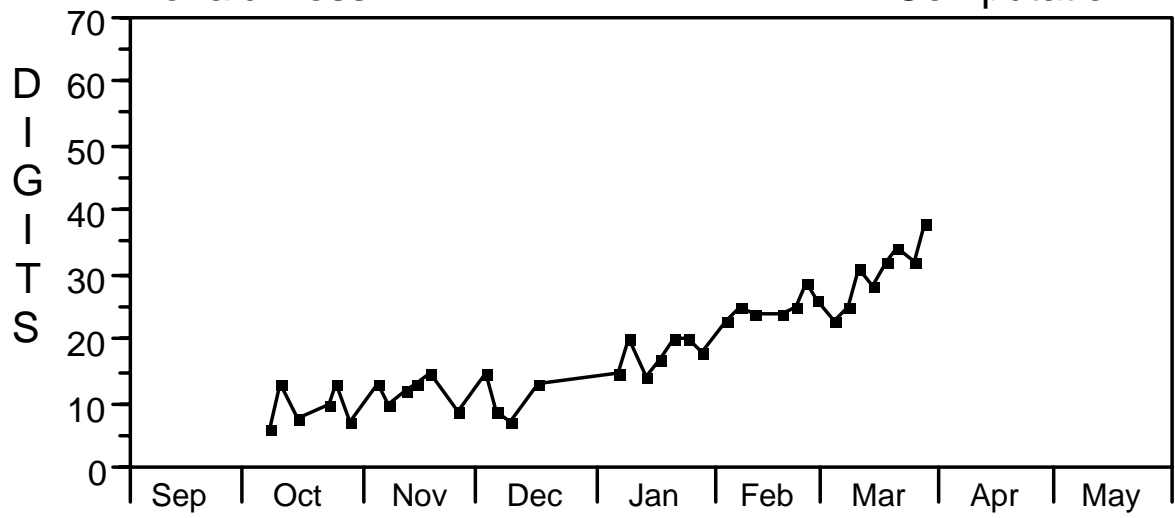
Password: AIR

Name: _____ Date _____

<p>A</p> $\begin{array}{r} 9 \overline{)24} \end{array}$	<p>B</p> $\begin{array}{r} 52852 \\ + 64708 \\ \hline \end{array}$	<p>C</p> $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	<p>D</p> $4 \overline{)72}$	<p>E</p>  $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$
<p>F</p> $6 \overline{)30}$	<p>G</p> $\begin{array}{r} 35 \\ \times 74 \\ \hline \end{array}$	<p>H</p> $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	<p>I</p> $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	<p>J</p> $\frac{2}{3} - \frac{1}{3} =$
<p>K</p> $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$	<p>L</p> $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	<p>M</p> $5 \overline{)65}$	<p>N</p> $6 \overline{)30}$	<p>O</p>  $3\frac{4}{7} - 1 =$
<p>P</p> $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$	<p>Q</p> $2 \overline{)9}$	<p>R</p> $\begin{array}{r} 416 \\ - 44 \\ \hline \end{array}$	<p>S</p> $\frac{5}{11} + \frac{3}{11} =$	<p>T</p> $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$
<p>U</p> $4\frac{1}{2} + 6 =$	<p>V</p> $\begin{array}{r} 1504 \\ - 1441 \\ \hline \end{array}$	<p>W</p> $9 \overline{)81}$	<p>X</p> $\begin{array}{r} 130 \\ \times 7 \\ \hline \end{array}$	<p>Y</p> $5 \overline{)10}$

Donald Ross

Computation 4



A “correct digit” is the right numeral in the right place.

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \mathbf{2361} \end{array}$$

4
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \mathbf{2461} \end{array}$$

3
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \mathbf{2441} \end{array}$$

2
correct
digits

Column A

Applications 4

Column B

(1) Write the letter in each blank.

_____ • (A) line segment
z

_____ ← K L (B) line

_____ M N (C) point

(D) ray

(2) Look at this numbers.:
356.17
Which number is in the hundredths place? _____

(3) Solve the problem by estimating the sum or difference to the nearest ten.

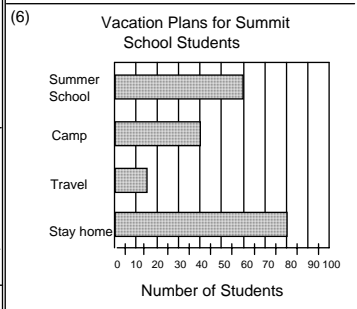
Jeff wheels his wheelchair for 33 hours a week at school and for 28 hours a week in his neighborhood. About how many hours does Jeff spend each week wheeling his wheelchair?

(4) Write the number in each blank.

3 ten thousands, 6 hundreds, 8 ones

2 thousands, 8 hundreds, 4 tens, 6 ones

(5) Write a number in the blank.
1 week = _____ days



Use the bar graph to answer the questions.

The P.T.A. will buy a Summit School T-Shirt for each student who goes to summer school. Each shirt costs \$4.00. How much money will the P.T.A. spend on these T shirts? \$ _____ .00

How many students are planning to travel during the summer? _____

How many fewer students are planning to go to summer school than planning to stay home? _____

(7) To measure the distance of the bus ride from school to your house you would use
_____ (A) meters
_____ (B) centimeters
_____ (C) kilometers

Column C

Applications 4

Column D

(8)

Write the number pair that goes with the point.

(__, __) point A

(9) Write the number in each blank.

$$\begin{array}{r} 2 \text{ R}3 \\ 5 \overline{) 13} \end{array}$$

The quotient is _____.

The divisor is _____.

The remainder is _____.

(10) Rewrite as a decimal.

(A) $\frac{6}{100} =$ _____

(B) $\frac{86}{100} =$ _____

(11) There are 4 shelves for books. Each shelf holds 6 books. How many books can fit on the bookshelves? _____

(12) Look at this number.

46.9

Which digit is in the tenths place? ____

(13) Write the number in the blank.

thirty-nine thousand, twenty-five

(14) Complete the sequence.

87, 85, 83, ____, ____

(15) Write the fraction when:

8 is the denominator and 2 is the numerator. $\frac{\square}{\square}$

7 is the numerator and 6 is the denominator. $\frac{\square}{\square}$

(16) Put these numbers in order from the smallest to largest in value.

67,418 64,389 67,453

(17) Write >, <, or = in the blank.

$\frac{4}{9}$ ____ $\frac{5}{9}$

(18)

Brenda falls asleep at 10:00 at night. Four hours later she wakes up when her sister comes home from a party. At what time does her sister get home?

- (A) 2:00 a.m.
- (B) 6:00 p.m.
- (C) 2:00 p.m.
- (D) 6:00 a.m.

(19)

Video Rentals

Day	Number Rented
Monday	23
Tuesday	32
Wednesday	64
Thursday	36
Friday	72
Saturday	95

Use the table to answer the questions.

How many videos were rented on Thursday? _____

On Monday each video cost \$3.00. How much money did the store make on Monday \$ _____ .00 altogether?

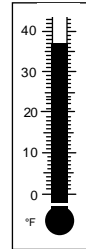
How many more videos were rented on Saturday than on Wednesday? _____

(20)



perimeter = _____ cm

(21)



What is the temperature?

_____ °F

(22)



Area = _____ sq. units

(23)

Write the number in each blank.

4 tens, 8 ones, 65 hundredths = _____

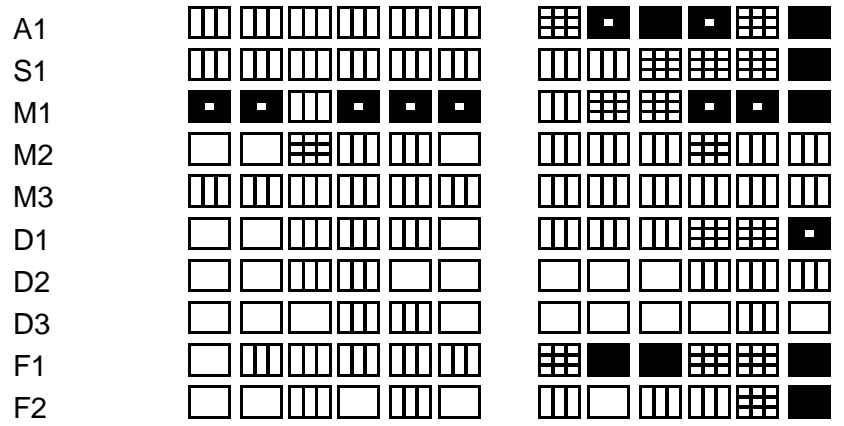
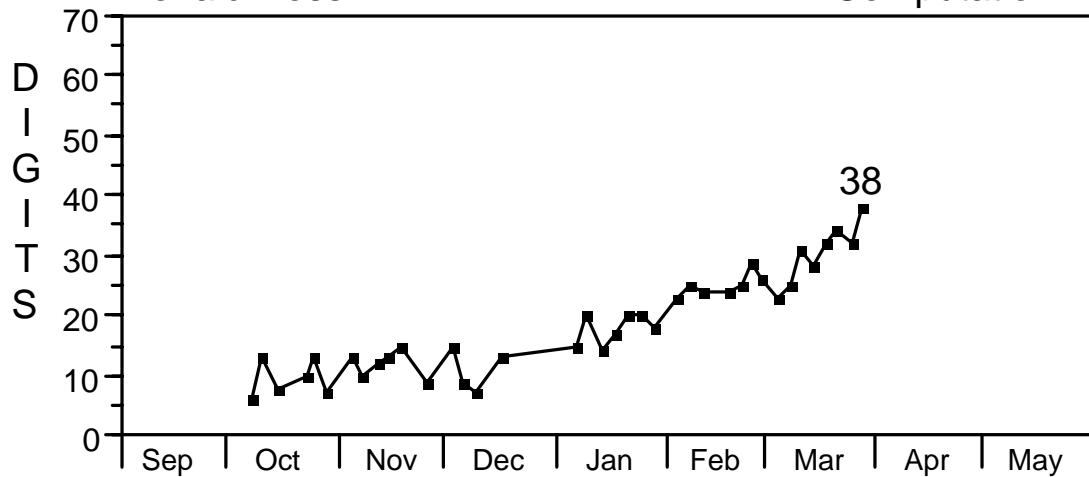
9 tens, 6 tenths = _____

(24)

This year the first grade earned \$9.31 selling cookies and \$6.27 selling candy. Last year they earned \$7.28 selling cookies. How much more did the first grade earn selling cookies this year than last year?

Donald Ross

Computation 4



Reading CBM

Grade 1 Reading Curriculum

- Phonics
 - Sound-letter correspondence
 - cvc patterns
 - cvce patterns
 - cvvc patterns
- Sight vocabulary
- Comprehension
 - identification of who/what/when/where
 - identification of main idea
 - sequencing events
- Fluency

Reading CBM

- Number of correct words read aloud in 1 minute from end-of-year passages
- Number of words correctly restored in 2.5 minutes to end-of-year maze passages

Jason Fry ran home from school. He had to pack his clothes. He was going to the beach. He packed a swimsuit and shorts. He packed tennis shoes and his toys. The Fry family was going to the beach in Florida.

The next morning Jason woke up early. He helped Mom and Dad pack the car, and his sister, Lonnie, helped too. Mom and Dad sat in the front seat. They had maps of the beach. Jason sat in the middle seat with his dog, Ruffie. Lonnie sat in the back and played with her toys.

They had to drive for a long time. Jason looked out the window. He saw farms with animals. Many farms had cows and pigs but some farms had horses. He saw a boy riding a horse. Jason wanted to ride a horse, too. He saw rows of corn growing in the fields. Then Jason saw rows of trees. They were orange trees. He sniffed their yummy smell. Lonnie said she could not wait to taste one. Dad stopped at a fruit market by the side of the road. He bought them each an orange.

A SCARY NOISE

Ray lived in Georgia. He was born there and had _____ friends. One day Dad had come home _____ work to say that they would have _____ move far away. Dad worked in _____ factory. The factory had closed and Dad _____ a new job. Dad had found a _____ job and now they had to move.

Ray _____ sad because he did not want _____ leave his school. He did not _____ to leave his friends.

"I am _____, son," said Dad.

"It is OK," _____ Ray with a smile. He did _____ want Dad to feel bad.

They _____ up the car and moved to a _____ state. Their new

Go forward

A SCARY NOISE

Ray lived in Georgia. He was born there and had many friends. One day Dad had come home _____ work to say that they would have _____ move far away. Dad worked in _____ factory. The factory had closed and Dad _____ a new job. Dad had found a _____ job and now they had to move.

Ray _____ sad because he did not want _____ leave his school. He did not _____ to leave his friends.

"I am _____, son," said Dad.

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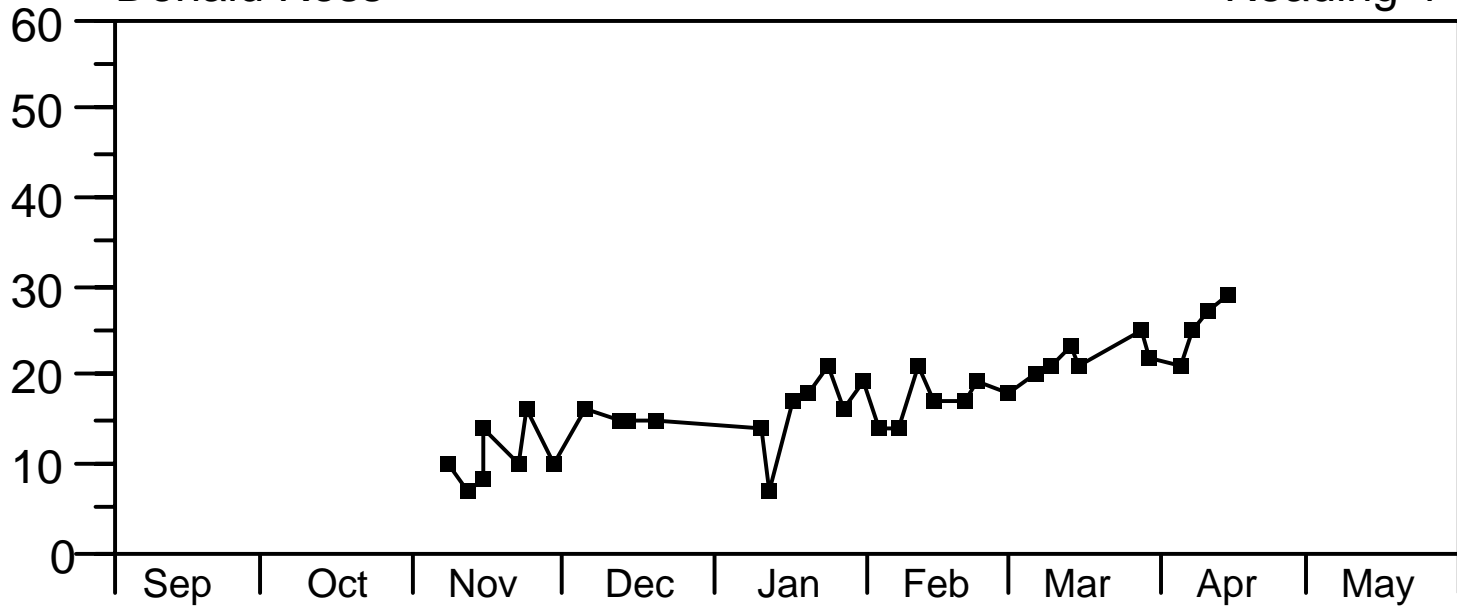
Go forward

Donald Ross

Reading 4

W
O
R
D
S

C
O
R
R
E
C
T



Pre-Reading CBM

- Kindergarten: Phonemic Segmentation Fluency
- Kindergarten: Letter Sound Fluency
- Early First Grade: Word Fluency

Kindergarten

Phonemic Segmentation Fluency

I'm going to say a word.

After I say it, tell me
all the sounds in the
word.

Example:

Examiner: "Sam"

Child: /s/ /a/ /m/

Time: 1 minute

- call
- show
- skin
- thick
- brook
- do
- young
- ...

Kindergarten

Letter Sound Fluency

- Say the sound that goes with each letter.
- 1 minute

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

Early First Grade Word ID Fluency

Read these words.

1 minute

two

for

come

because

last

from ...

Three Purposes of CBM

- Screening
- Progress Monitoring
- Instructional Diagnosis

CBM Screening

- All students tested early in the year
- Two alternate forms administered in same sitting
- Students who score below a criterion are candidates for additional testing or more intensive service

CBM Screening

Examples

Beginning of grade 1: students who say less than 15 sounds in 1 minute.

Beginning of grade 2: students who read less than 40 words from text in 1 minute.

Progress Monitoring and Instructional Decision Making in General Education

Identify students whose progress is
less than adequate

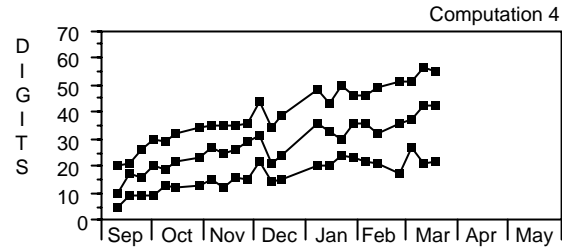
Use information to enhance
instruction for all students

In general education, the focus is on the class report to enhance instruction for all and to identify students in need of more help.

CLASS SUMMARY

Teacher: Mrs. Smith

Report through 3/17



Students to Watch

Jonathan Nichols
Amanda Ramirez
Anthony Jones
Erica Jernigan
Icon

Most Improved

Icon
Michael Elliott
Jonathan Nichols
Michael Sanders
Matthew Hayes

Areas of Improvement: Computation

M1 Multiplying basic facts
M2 Multiplying by 1 digit
M3 Multiplying by 2 digits
D1 Dividing basic facts

Whole Class Instruction: Computation

M3 Multiplying by 2 digits

58% of your students are either COLD or COOL on this skill.

Small Group Instruction: Computation

S1 Subtracting

Cindy Lincoln
Icon
Kaitlin Laird
Michael Elliott

Michael Sanders

CLASS SKILLS PROFILE - Computation

Teacher: Mrs. Smith

Report through 3/17

Name	A1	S1	M1	M2	M3	D1	D2	D3	F1	F2
Adam Qualls	■	■	■	▤	▤	▤	▤	▤	■	▤
Amanda Ramirez	■	▤	■	▤	▤	▤	▤	▤	■	▤
Anthony Jones	▤	▤	■	▤	▤	▤	▤	▤	▤	▤
Aroun Phung	■	■	■	■	■	■	▤	▤	■	■
Becca Jarrett	■	■	■	▤	▤	■	▤	▤	■	■
Charles McBride	■	■	■	■	▤	■	▤	▤	■	■
Cindy Lincoln	▤	▤	■	■	▤	■	■	▤	▤	■
David Anderson	▤	▤	■	■	▤	▤	▤	▤	■	■
Emily Waters	■	■	■	■	▤	■	■	▤	■	■
Erica Jernigan	■	▤	■	▤	▤	▤	▤	▤	▤	▤
Gary McKnight	■	■	■	■	▤	■	▤	▤	■	■
Icon										
Jenna Clover	■	■	■	■	▤	■	▤	▤	■	■
Jonathan Nichols	■	▤	■	■	▤	■	▤	▤	▤	▤
Jung Lee	■	■	■	■	■	■	■	▤	■	■
Kaitlin Laird	■	▤	■	▤	▤	▤	▤	▤	▤	■
Kathy Taylor	■	■	■	■	■	■	▤	▤	■	■
Matthew Hayes	■	■	■	■	■	▤	▤	▤	■	■
Michael Elliott	■	▤	■	■	▤	■	▤	▤	▤	■
Michael Sanders	▤	▤	■	▤	▤	▤	▤	▤	■	▤
Samantha Spain	▤	■	■	■	▤	▤	▤	▤	■	▤
Vicente Gonzalez	■	■	■	■	■	▤	▤	▤	■	▤
Victoria Dillard	■	▤	■	■	▤	■	▤	▤	■	▤
Yasmine Sallee	■	■	■	■	■	■	■	■	■	▤

▤ COLD. Not tried	0	1	0	0	0	0	2	8	2	5
▤ COOL. Trying these.	3	8	0	5	14	3	16	10	3	3
▤ WARM. Starting to get it.	2	1	0	1	3	6	0	2	0	1
■ VERY WARM. Almost have it.	5	3	8	4	0	4	0	1	1	0
■ HOT. You've got it!	13	10	15	13	6	10	5	2	17	14

RANKED SCORES - Computation

Teacher: Mrs. Smith

Report through 3/17

<u>Name</u>	<u>Score</u>	<u>Growth</u>
Samantha Spain _____	57 _____	+1.89
Aroun Phung _____	56 _____	+1.60
Gary McKnight _____	54 _____	+1.14
Yasmine Sallee _____	53 _____	+1.34
Kathy Taylor _____	53 _____	+1.11
Jung Lee _____	53 _____	+1.23
Matthew Hayes _____	51 _____	+1.00
Emily Waters _____	48 _____	+1.04
Charles McBride _____	43 _____	+1.12
Michael Elliott _____	42 _____	+0.83
Jenna Clover _____	42 _____	+0.78
Becca Jarrett _____	41 _____	+1.14
David Anderson _____	38 _____	+0.79
Cindy Lincoln _____	36 _____	+1.04
Kaitlin Laird _____	35 _____	+0.71
Victoria Dillard _____	34 _____	+0.64
Vicente Gonzalez _____	29 _____	+0.28
Adam Qualls _____	26 _____	+0.60
Michael Sanders _____	25 _____	+0.70
Jonathan Nichols _____	25 _____	+2.57
Amanda Ramirez _____	23 _____	+0.85
Anthony Jones _____	19 _____	+0.05
Erica Jernigan _____	18 _____	+0.23
Icon _____	0 _____	+0.00

PEER TUTORING ASSIGNMENTS

Teacher: Mrs. Smith

Report through 3/17

M2 Multiplying by 1 digit

First Coach

Second Coach

- Samantha Spain
- Kathy Taylor
- Aroun Phung
- Emily Waters
- Charles McBride
- David Anderson

- Icon
- Erica Jernigan
- Adam Qualls
- Michael Sanders
- Amanda Ramirez
- Anthony Jones

M3 Multiplying by 2 digits

First Coach

Second Coach

- Matthew Hayes
- Cindy Lincoln
- Jung Lee
- Yasmine Sallee
- Vicente Gonzalez
- Jenna Clover

- Becca Jarrett
- Kaitlin Laird
- Victoria Dillard
- Gary McKnight
- Michael Elliott
- Jonathan Nichols

CLASS STATISTICS: Computation

Teacher: Mrs. Smith

Report through 3/17

Score

Average score	39.5
Standard deviation	12.6
Discrepancy criterion	26.9

Slope

Average slope	+0.98
Standard deviation	0.53
Discrepancy criterion	+0.45

Students identified with dual discrepancy criterion

	<u>Score</u>	<u>Slope</u>
Anthony Jones	19.0	+0.05
Erica Jernigan	18.0	+0.23

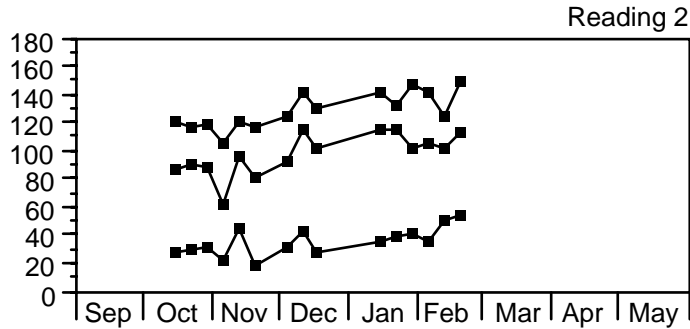
CLASS SUMMARY

Teacher: Mrs. Jones

Report through 2/15

C
O
R
R
E
C
T

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Students to Watch

Shana Harmon
Mario Houston
Jalisha Sizemore
Ladarius Freeman
Nathanial Anderson

Most Improved

Jalisha Sizemore
Ladarius Freeman
Mario Houston
Shana Harmon
Nathanial Anderson

Comprehension Activities

Adam Brown	Jermaine Jones	Sam Nelson
Andrew Jones	Kenzie Williams	Wilson Carter
Angela Adams	Melanie White	
Carolyn Hudson	Quenton Miller	
Cathryn O'Connel	Russell Carson	

Fluency Practice

Phonics Instruction

MAT/LAST

Ladarius Freeman
Mario Houston
Nathanial Anderson

TIME

Ladarius Freeman
Mario Houston
Nathanial Anderson

CAR

BEAT

HAPPY

Jalisha Sizemore
Shana Harmon

PUBLIC

Jalisha Sizemore
Shana Harmon

RUNNING

CLASS SKILLS PROFILE

Teacher: Mrs. Jones

Report through 2/15

<u>Name</u>	<u>Comprehension</u>	<u>Fluency</u>	MAT/LAST	TIME	CAR	BEAT	HAPPY	PUBLIC	RUNNING
Adam Brown	C.....								
Andrew Jones	C.....								
Angela Adams	C.....								
Carolyn Hudson	C.....								
Cathryn O'Connel	C.....								
Jalisha Sizemore			■	■	■	■	☐☐	☐☐	■
Jermaine Jones	C.....								
Kenzie Williams	C.....								
Ladarius Freeman			☐☐	☐☐	■	☐☐	■	☐☐	☐☐
Mario Houston			☐☐	☐☐	■	☐☐	☐☐	☐☐	☐☐
Melanie White	C.....								
Nathanial Anderson			☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Quenton Miller	C.....								
Russell Carson	C.....								
Sam Nelson	C.....								
Shana Harmon			■	■	■	■	☐☐	☐☐	■
Wilson Carter	C.....								

☐☐ Cold. Missing most of these words.

☐☐ Warm. Getting some of these words right.

■ Hot. Getting most of these words right.

MAT/LAST: closed syllable, short vowel, e.g., bed, top, hit, cat bump, mast, damp

TIME: final e, long vowel, e.g., cake, poke, same, woke, mine, rose, gate

CAR: vowel r-controlled, e.g., fur, nor, per, sir, her, tar

BEAT: two vowels together, e.g., soap, maid, lean, loaf, paid, meal

HAPPY: divide between two like consonants, e.g., lesson, bubble, battle, giggle,

PUBLIC: divide between unlike consonants, e.g., elbow, walrun, doctor, victim, admit

RUNNING: dividing between double consonant with suffix, e.g., batter, sipped, hitting, tanned, bitten

Class Scores

Teacher: Mrs. Jones

Report through 2/15

<u>Name</u>	<u>Score</u>	<u>Growth</u>
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*** The following student(s) are currently at or above end-of-year benchmark.**

Jermaine Jones _____	146 _____	+1.17
Kenzie Williams _____	133 _____	+1.32
Wilson Carter _____	132 _____	+3.05
Carolyn Hudson _____	132 _____	+2.37
Cathryn O'Connel _____	123 _____	+0.80
Angela Adams _____	122 _____	+0.30
Sam Nelson _____	120 _____	-0.31
Andrew Jones _____	115 _____	+0.49
Russell Carson _____	106 _____	+1.40
Adam Brown _____	105 _____	+1.61
Quenton Miller _____	104 _____	+2.61
Melanie White _____	93 _____	+1.55
Shana Harmon _____	77 _____	+0.69

*** The following student(s) are currently below end-of-year benchmark.**

Mario Houston _____	58 _____	+0.95
Jalisha Sizemore _____	54 _____	+1.21
Ladarius Freeman _____	38 _____	+0.90

*** The following student(s) are currently below previous year's benchmark.**

Nathanial Anderson _____	17 _____	+0.45
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CLASS STATISTICS

Teacher: Mrs. Jones

Report through 2/15

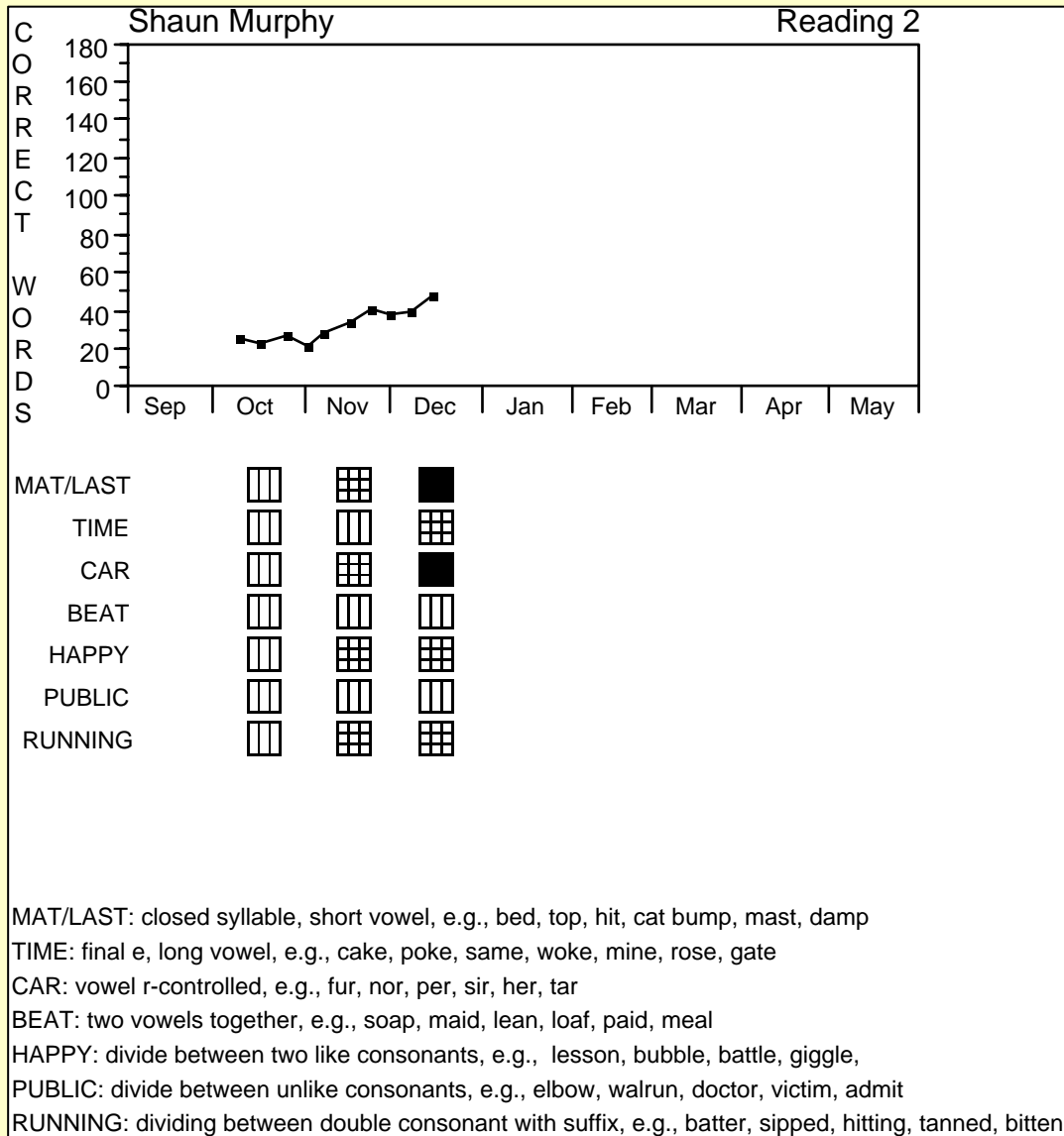
Score

Average score	99.0
Standard deviation	37.3
Discrepancy criterion	61.7

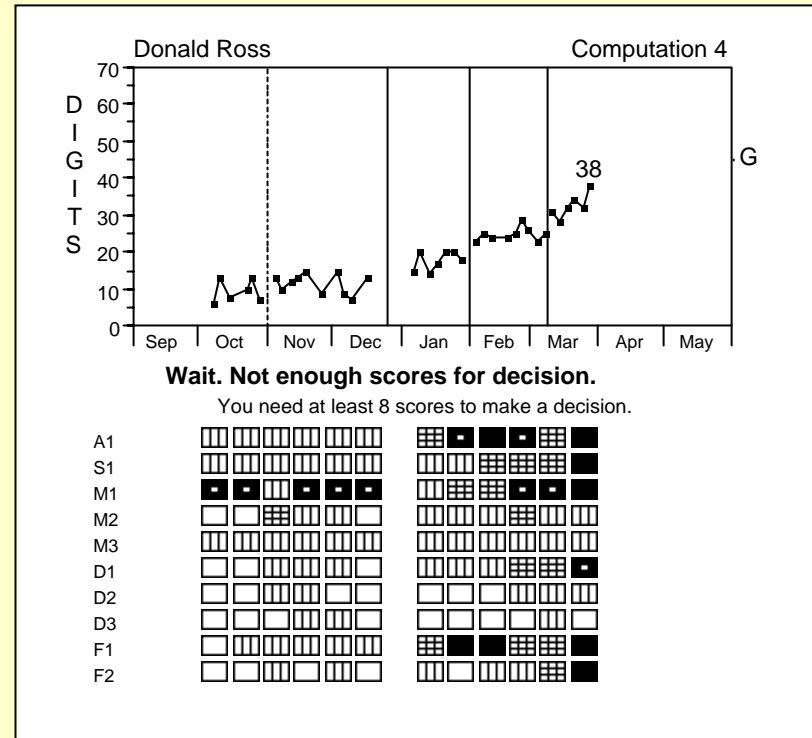
Slope

Average slope	+1.21
Standard deviation	0.89
Discrepancy criterion	+0.32

Students identified with dual discrepancy criterionScoreSlope



For students whose progress is unacceptably poor, individual decision making



In summary, CBM is used for:

- to identify at-risk students who may need additional services
- to help general education teachers plan more effective instruction within their classrooms
- to help special education teachers design more effective instructional programs for students who don't respond to the general education program
- To document student progress for accountability purposes
- To communicate with parents or other professionals about students' progress

The End