

CBM Presentation Materials

Handouts 1-13

Handout 1: 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)

Handout 2: 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

Handout 3: Phoneme Segmentation Fluency – Teacher Score Sheet

Teacher: I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop.”

If student says, /m/ /o/ /p/, examiner says **Very good. The sounds in “mop” are /m/ /o/ /p/. OK. Here is your first word.**

If student gives any other response, examine says **The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop.”**

Progress Monitoring 8				
Phoneme Segmentation Fluency				
earth	/ɪr/ /θ/	made	/m/ /aɪ/ /d/	____/5
nick	/n/ /i/ /k/	bean	/b/ /ea/ /n/	____/6
fog	/f/ /o/ /g/	salt	/s/ /o/ /l/ /t/	____/7
fold	/f/ /oʊ/ /l/ /d/	tooth	/t/ /oo/ /θ/	____/7
chair	/ch/ /aɪ/ /r/	chuck	/ch/ /u/ /k/	____/6
mean	/m/ /ea/ /n/	reached	/r/ /ea/ /ch/ /t/	____/7
hid	/h/ /i/ /d/	smoke	/s/ /m/ /oʊ/ /k/	____/7
sighed	/s/ /ie/ /d/	fog	/f/ /o/ /g/	____/6
church	/ch/ /ɪr/ /ch/	thought	/θ/ /o/ /t/	____/6
fill	/f/ /i/ /l/	creek	/k/ /r/ /ea/ /k/	____/7
bath	/b/ /a/ /θ/	wave	/w/ /aɪ/ /v/	____/6
bet	/b/ /e/ /t/	fall	/f/ /o/ /l/	____/6
				Total: _____
Error Pattern:				
(c) Good & Kaminski, 2001				
Page 10				

Handout 4: 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 = _____

Handout 5: 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	

Handout 6: Passage Reading Fluency – Teacher Copy, Page 1

Teacher: I want you to read this story to me. You'll have 1 minute to read. When I say 'begin,' start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions?
Begin. Trigger the timer for 1 minute.

Summertime in the big city had always been hot, but this year it	13
seemed to be unbearable. The air was lifeless and the smells of the city	27
were multiplying until it began to remind Yolanda of one big dirty	39
clothes hamper.	41
Yolanda lived on the twelfth floor of a forty-story high-rise	53
apartment building, on the east side of the city near the river. The	66
apartment was too small for the five people in her family and much too	80
hot. Ma opened the windows in hopes of catching a breeze. Yolanda	92
and her sister Jackie offered to run to the store anytime Ma needed	105
something just so they could stand in a place that had air conditioning.	118
Yolanda was thirteen years old; too old to play on the kiddie	130
playground and too young to get a summer job. She spent most of the	144
time sitting on the front steps of the apartment building watching the	156
traffic go by. She and her friends sometimes played hopscotch.	166
One morning as Yolanda was watching TV she saw a	176
commercial that gave her an idea. It was a lemonade commercial. It	188
advertised that lemonade was cool and refreshing, just the drink to	199
quench a summer thirst.	203
Yolanda ran down to the corner store to buy some lemonade	214
supplies. She bought a package of paper cups for two dollars and two	227
pounds of lemons for 60 cents a pound. She also got a small bag of	241
sugar in case the lemons were too sour. She wanted to make the best	255
lemonade ever sold on East Street.	261
Yolanda made two gallons of lemonade, added two teaspoons of	271
sugar for taste, gathered the cups and ice, and went downstairs to set up	285
her lemonade stand. She set it up in front of the building and sold four	300

Handout 7: Passage Reading Fluency – Teacher Copy, Page 2

glasses in fifteen minutes. She charged 10 cents per cup so she had	312
only made 40 cents.	315
Then Yolanda's friend Clare came by and offered to make signs	326
advertising Yolanda's business. Clare took the signs and placed them	336
near the street. Around 5 o'clock a big traffic jam had stopped traffic	348
on East Street. Drivers were hot and angry, and Clare carried cups of	361
lemonade to them to calm them down. Some were so grateful that they	374
tossed dollars out of their windows.	380
By the end of the day, the two young businesswomen had made	392
\$30. Yolanda split the profits with Clare, and they agreed to open the	404
stand at ten o'clock the next morning.	411
"I'll bet we can make \$50 tomorrow if we have another traffic	422
jam!" called Yolanda to Clare with a smile.	430

Handout 8: Passage Reading Fluency – Student Copy, Page 1

Summertime in the big city had always been hot, but this year it seemed to be unbearable. The air was lifeless and the smells of the city were multiplying until it began to remind Yolanda of one big dirty clothes hamper.

Yolanda lived on the twelfth floor of a forty-story high-rise apartment building, on the east side of the city near the river. The apartment was too small for the five people in her family and much too hot. Ma opened the windows in hopes of catching a breeze. Yolanda and her sister Jackie offered to run to the store anytime Ma needed something just so they could stand in a place that had air conditioning. Yolanda was thirteen years old; too old to play on the kiddie playground and too young to get a summer job. She spent most of the time sitting on the front steps of the apartment building watching the traffic go by. She and her friends sometimes played hopscotch.

One morning as Yolanda was watching TV she saw a commercial that gave her an idea. It was a lemonade commercial. It advertised that lemonade was cool and refreshing, just the drink to quench a summer thirst.

Yolanda ran down to the corner store to buy some lemonade supplies. She bought a package of paper cups for two dollars and two pounds of lemons for 60 cents a pound. She also got a small bag of sugar in case the lemons were too sour. She wanted to make the best lemonade ever sold on East Street.

Yolanda made two gallons of lemonade, added two teaspoons of sugar for taste, gathered the cups and ice, and went downstairs to set up her lemonade stand. She set it up in front of the building and sold four

Handout 9: Passage Reading Fluency – Student Copy, Page 2

glasses in fifteen minutes. She charged 10 cents per cup so she had only made 40 cents.

Then Yolanda's friend Clare came by and offered to make signs advertising Yolanda's business. Clare took the signs and placed them near the street. Around 5 o'clock a big traffic jam had stopped traffic on East Street. Drivers were hot and angry, and Clare carried cups of lemonade to them to calm them down. Some were so grateful that they tossed dollars out of their windows.

By the end of the day, the two young businesswomen had made \$30. Yolanda split the profits with Clare, and they agreed to open the stand at ten o'clock the next morning.

"I'll bet we can make \$50 tomorrow if we have another traffic jam!" called Yolanda to Clare with a smile.

Handout 10: 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.

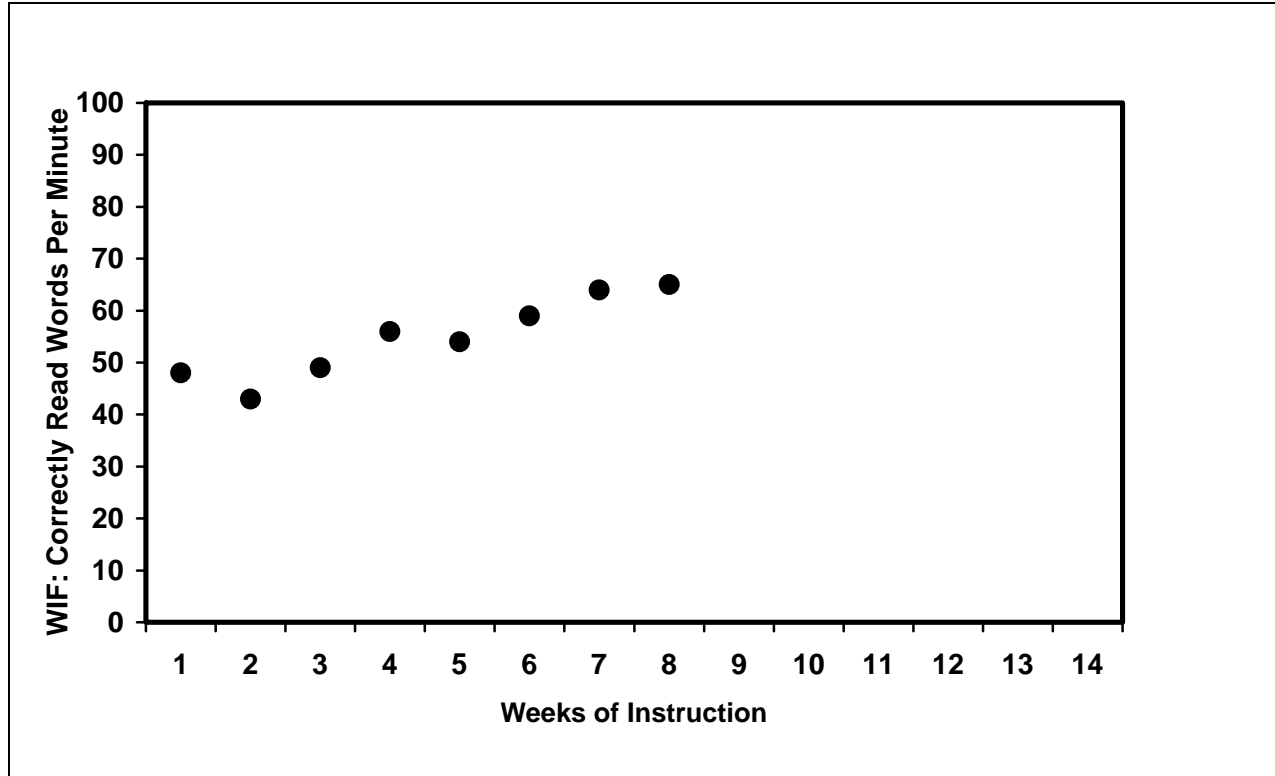
Handout 11: Maze Fluency – Student Copy, Page 2

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.

Handout 12: Practice Using the Tukey Method – Practice 1

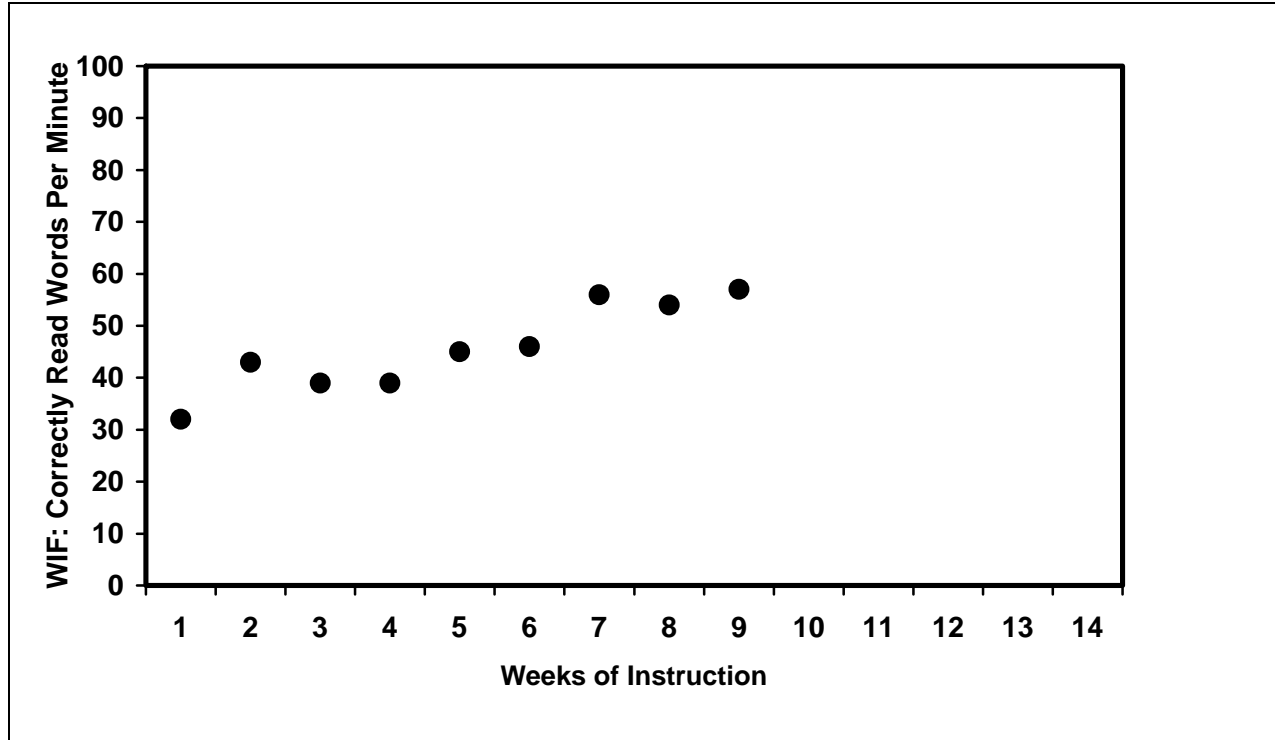


Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately).

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.

Handout 13: Practice Using the Tukey Method – Practice 2



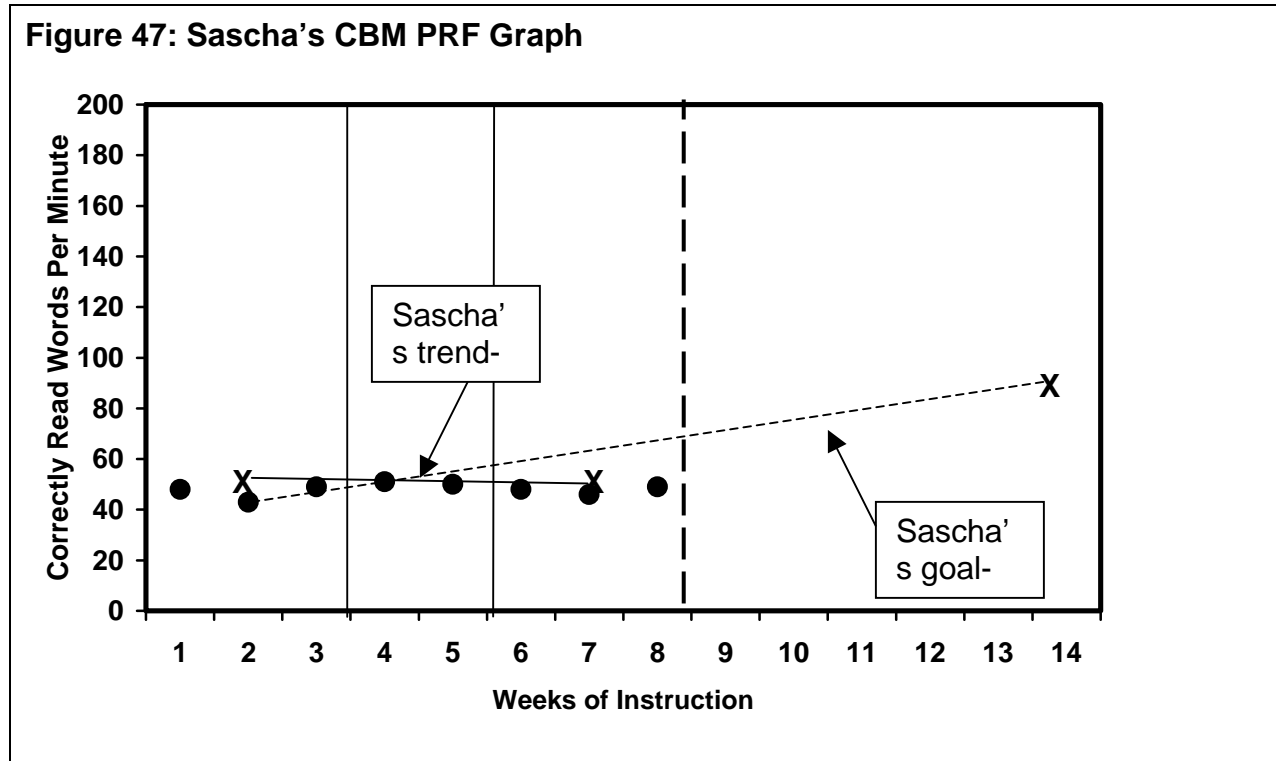
Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately).

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.



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 scored ^{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?

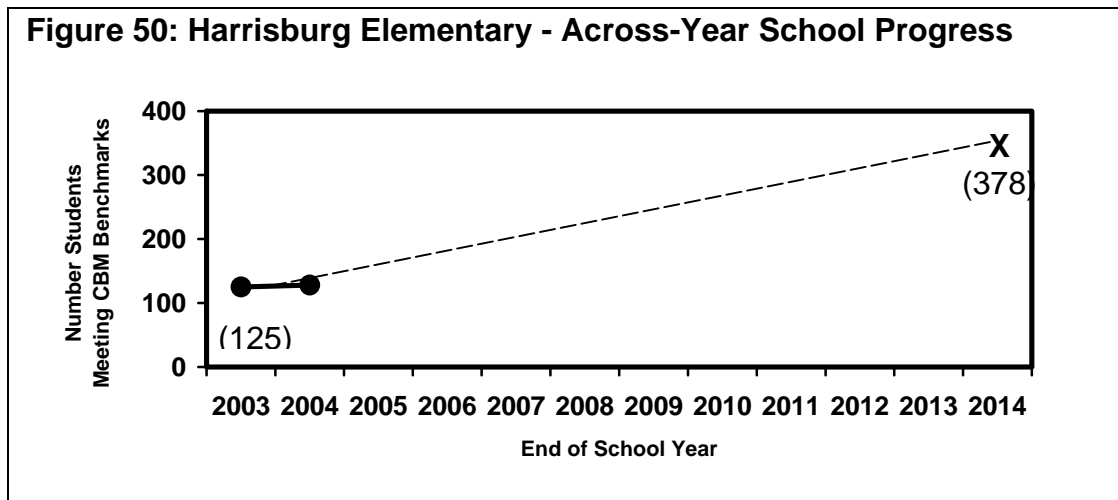
CBM Case Study #2: Harrisburg Elementary

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.

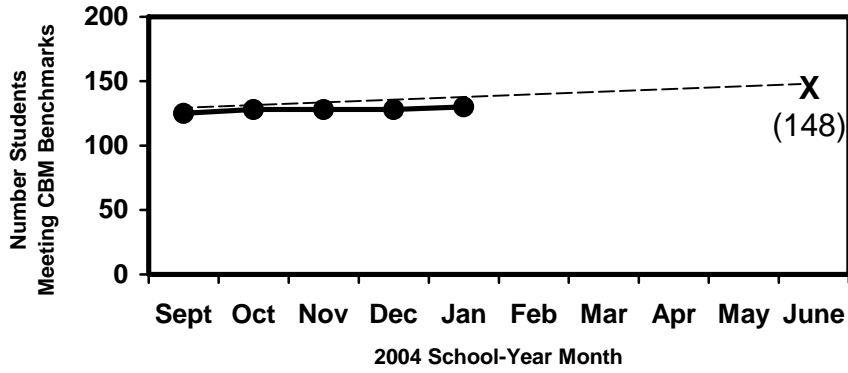
During the 2003-2004 school year, Dr. Eckstein is provided with these CBM graphs based on the performance of the students in her school.

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

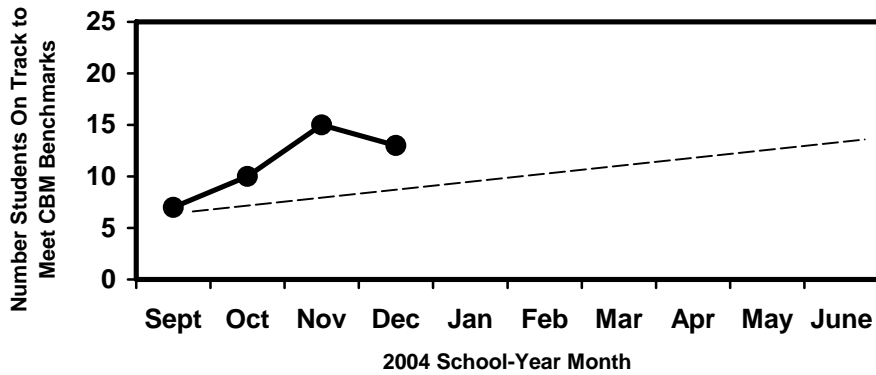
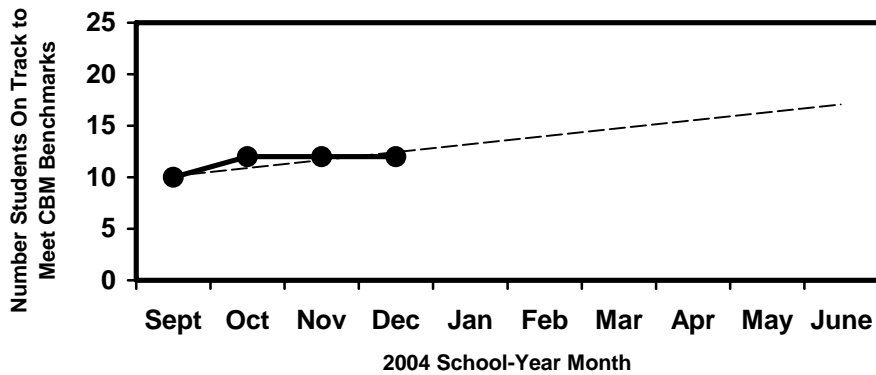
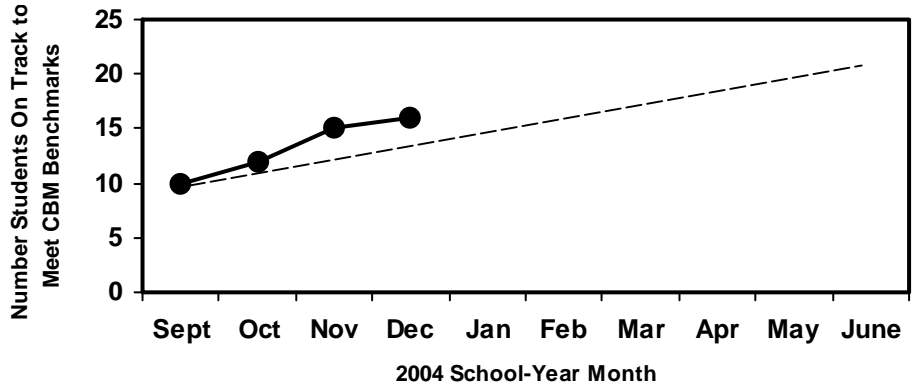


Figure 53: Harrisburg Elementary – Mr. Elliott



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

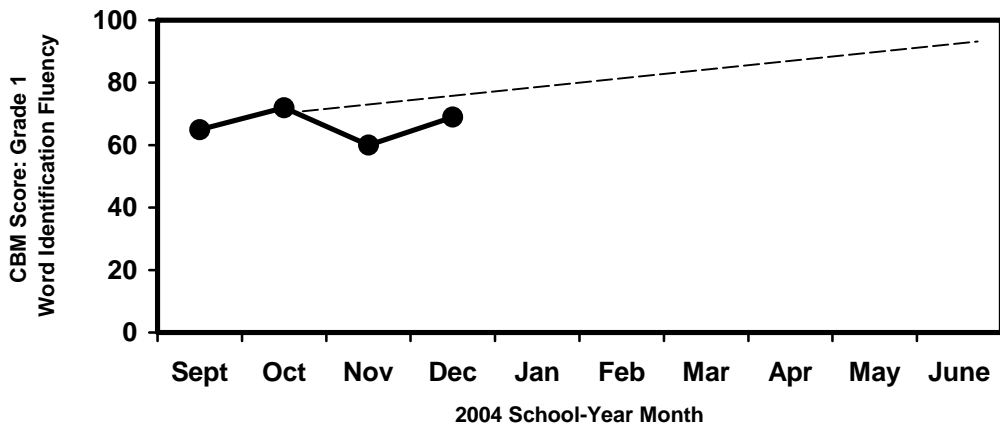
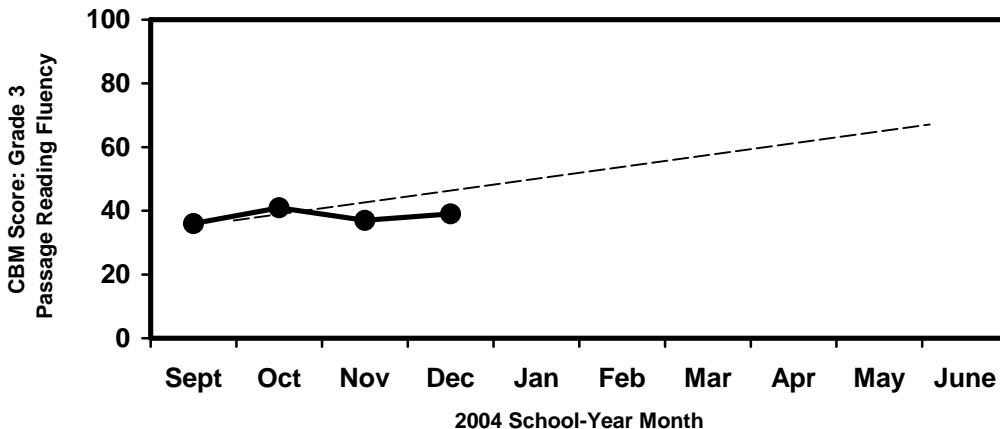


Figure 56: Davindra Sindy

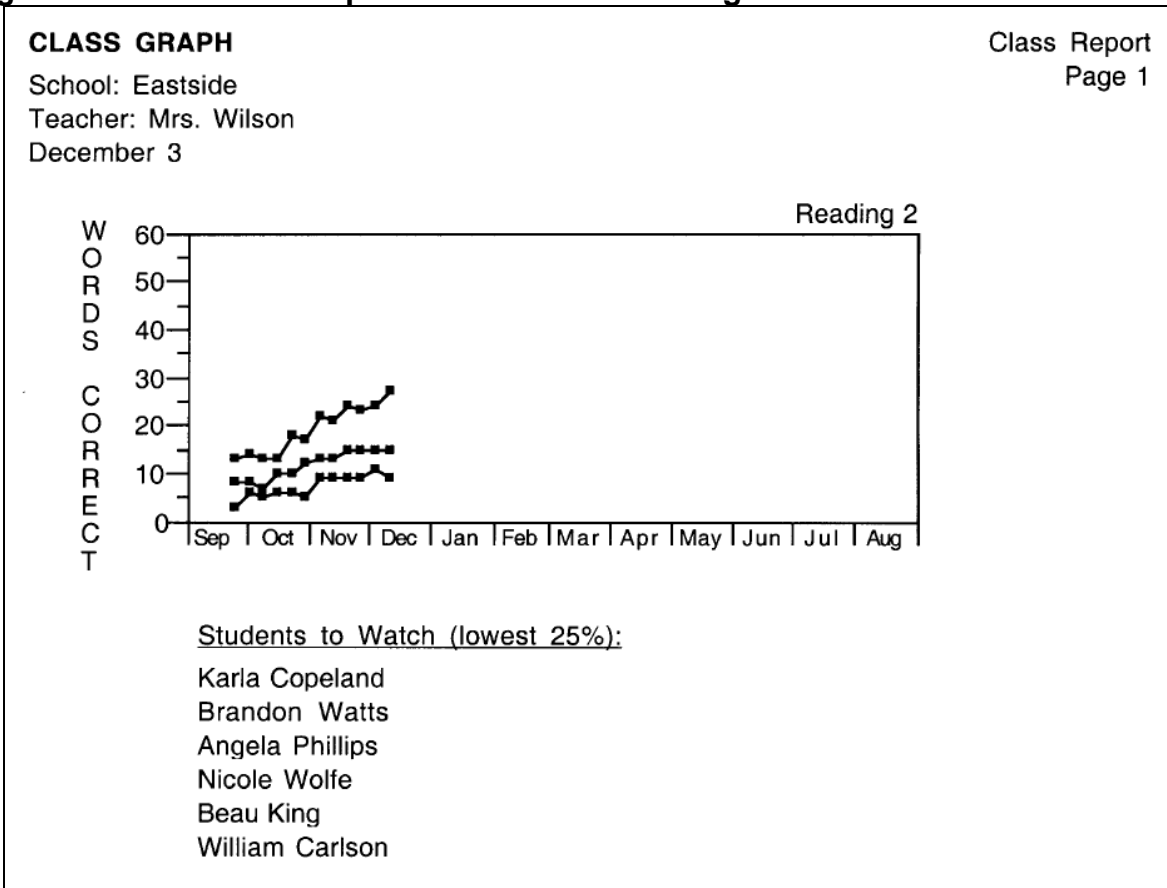


CBM Case Study #3: Ms. Wilson

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 Page 2
School: Eastside				
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?

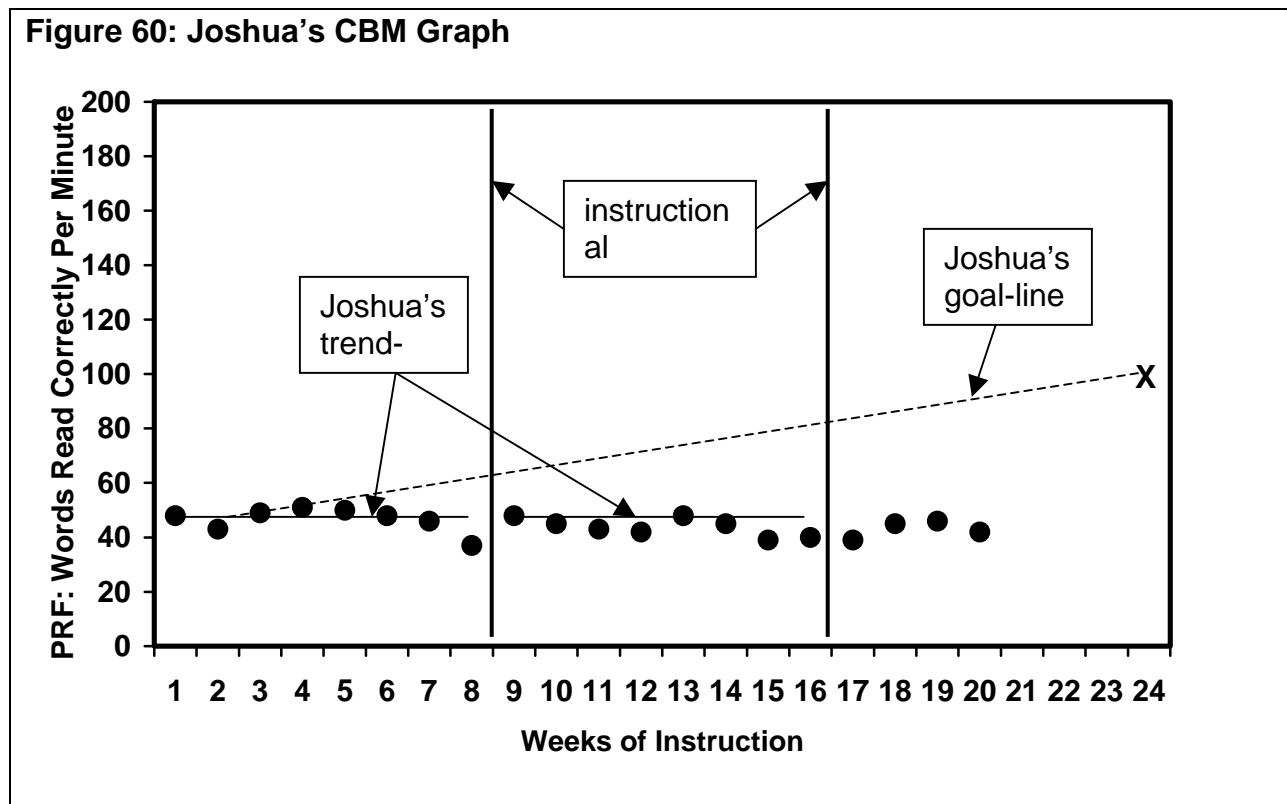
Figure 59: CBM Class Report for Mrs. Wilson – Page 3

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.

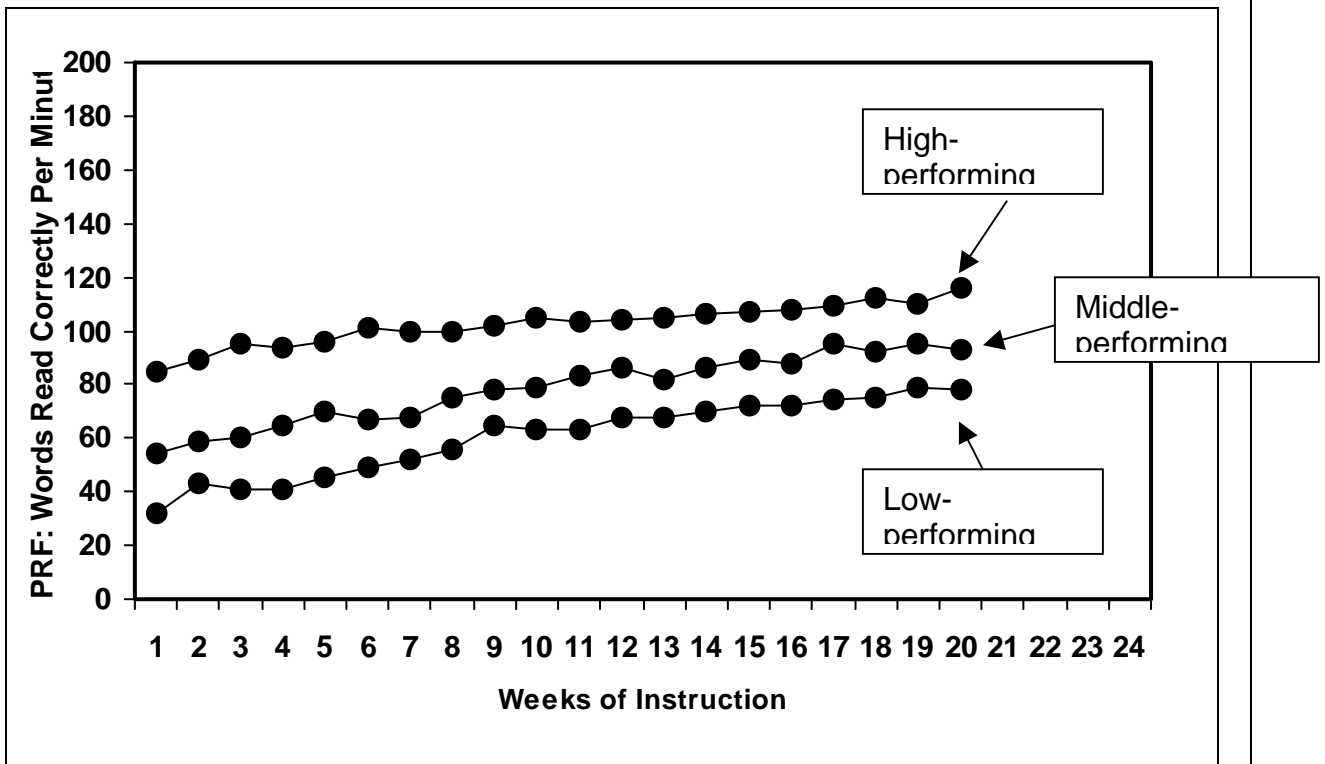


After eight weeks, Mrs. Sanchez determined that Joshua's trend-line was flatter than his goal-line, so she made an instructional change to Joshua's reading program. This instructional change included having Joshua work on basic sight words that he was trying to sound out when reading. The instructional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

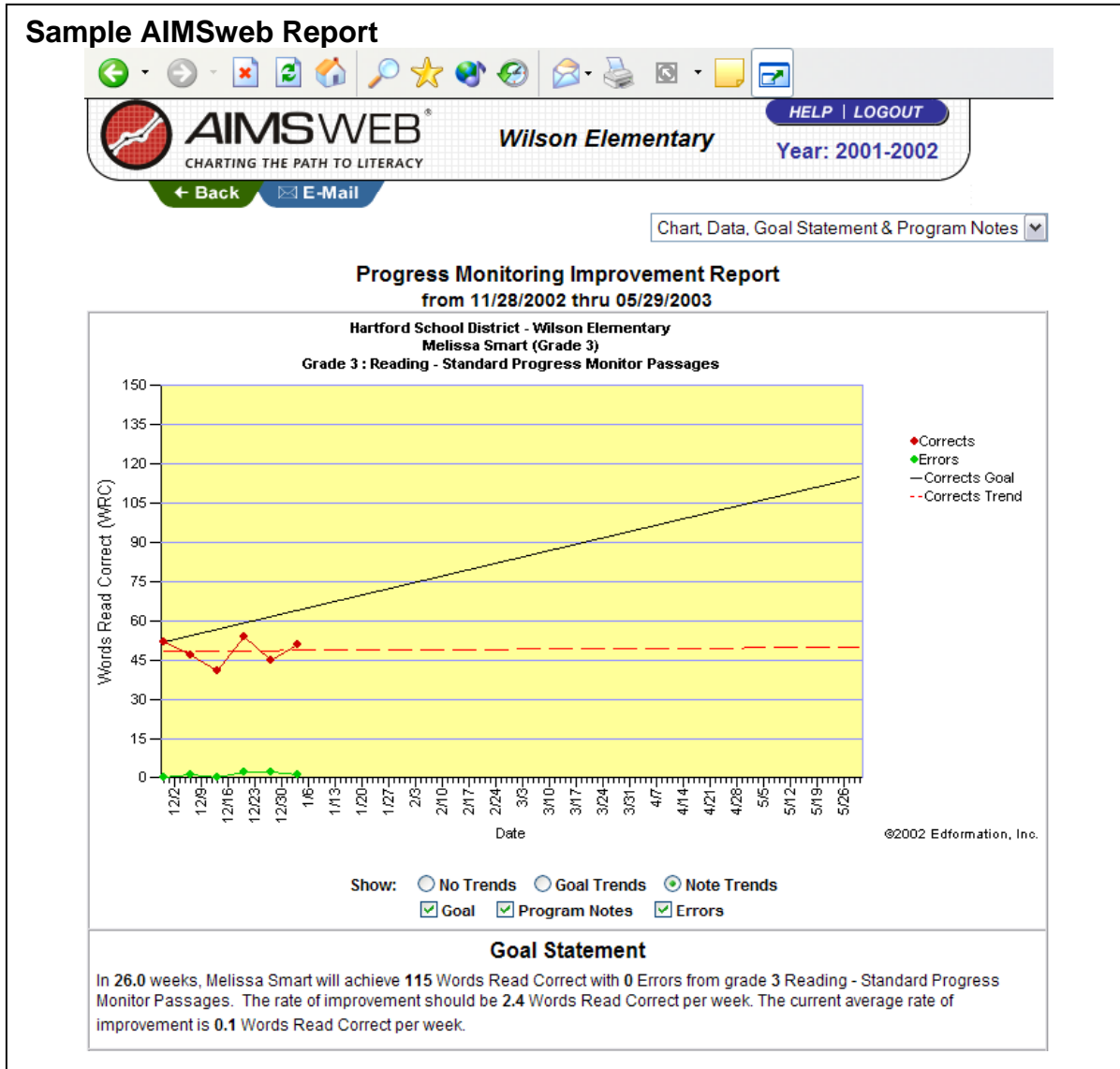
The following reading measures are available:

- 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.



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)

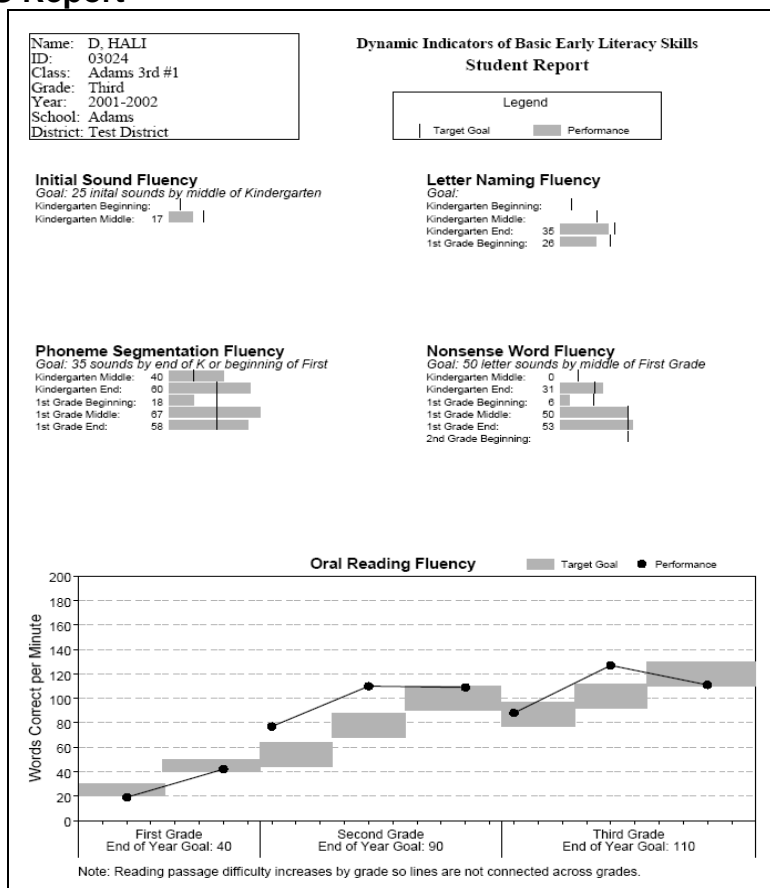
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS 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

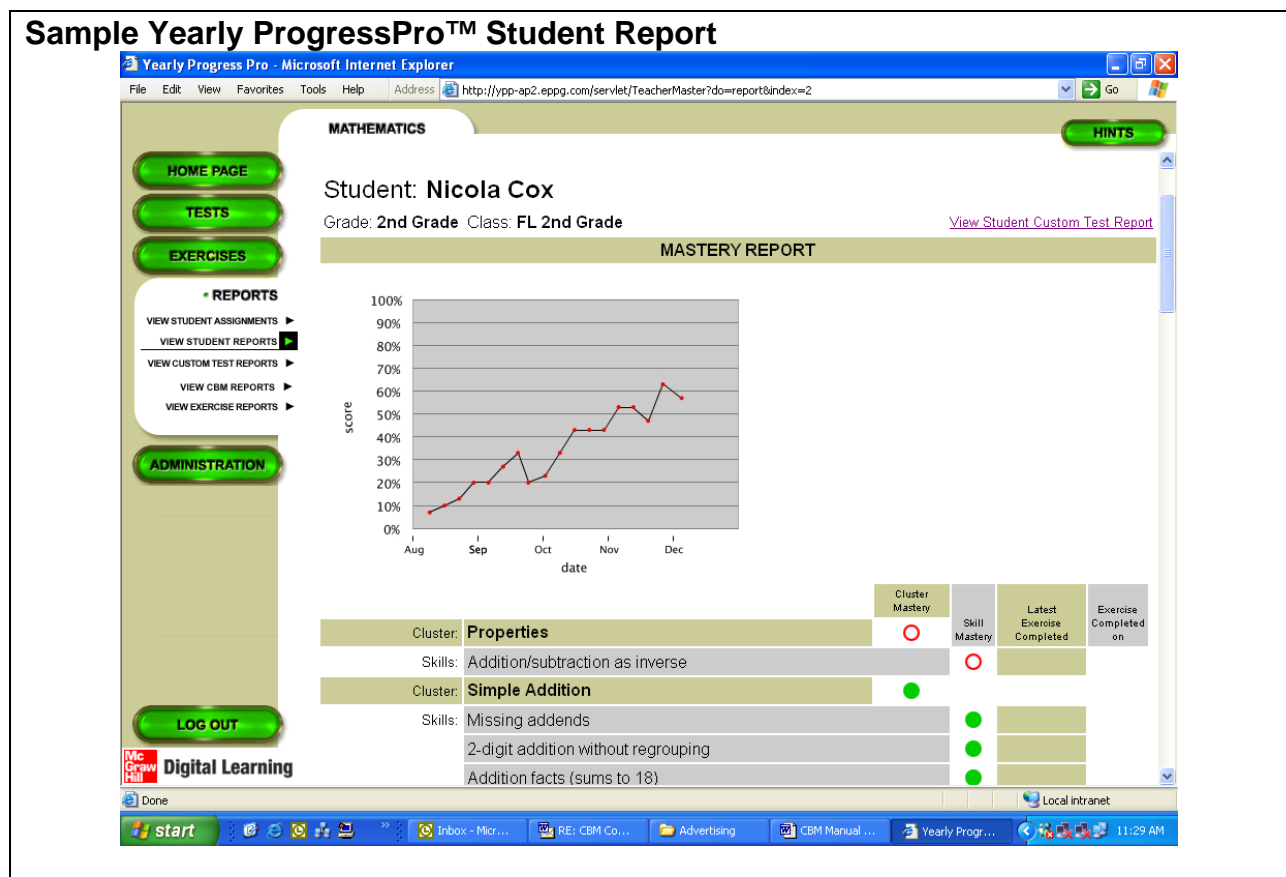
7701 York Avenue South – Suite 250

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.



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

Reading 2

Month	Group 1 (Words Read Correctly)	Group 2 (Words Read Correctly)
Sep	40	20
Oct	80	25
Nov	100	30
Dec	110	35
Jan	100	30
Feb	110	35
Mar	120	40
Apr	130	45
May	140	50

Students to Watch

- Anthony Jones
- Tyler Morris
- Zack Preseton
- Joey Morrison
- Demonte Davis

Most Improved

- Hernando Rijo
- Elise McDonald
- Samantha Cannon
- Brianna Parks
- Javari Jones

Comprehension Activities

- Jessica Stevens
- Nathanial Ray
- Roderick Brown
- Samantha Cannon

Fluency Practice

- Christian Hunter
- Hernando Rijo

Phonics Instruction

<u>MAT/LAST</u>	<u>TIME</u>	<u>CAR</u>	<u>BEAT</u>	<u>HAPPY</u>
Anna Faver	Anna Faver	Dante Sewell		
Anthony Jones	Anthony Jones	Elise McDonald		
Brianna Parks	Brianna Parks	Javari Jones		
Demonte Davis	Dante Sewell	Tiffany Francis		
Joey Morrison	Demonte Davis			
Rena Hedden	Elise McDonald			
Richard Carter	Javari Jones			
Tyler Morris	Joey Morrison			
Zack Preseton	Rena Hedden			
	Richard Carter			
	Tiffany Francis			
	Tyler Morris			
	Zack Preseton			

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

University of Maryland (CBM reading passages)

Materials for CBM Passage Reading Fluency Tests and CBM Letter Sound Fluency Tests were developed and researched using standard CBM procedures.

The following reading passages are available:

- Letter Sound Fluency Test (practice list, 12 lists)
- Oral Reading Fluency passages for grade 1 (15 passages)
- Oral Reading Fluency passages for grade 2 (19 passages)
- Oral Reading Fluency passages for grade 3 (14 passages)
- Oral Reading Fluency passages for grade 4 (14 passages)

The CBM measures are free to download and use. The CBM measures, teacher scoring sheets, administration instructions and scoring instructions are on the internet:
<http://www.glue.umd.edu/~dlspeece/cbmreading>

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

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