

National Center on Student Progress Monitoring Core Competencies Outline

I. Basics of Curriculum-Based Measurement (CBM)

a. Definition, description of use

- [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
- [Improving Student Outcomes Through Progress Monitoring](#) (slides 3-20)
- [Monitoring Progress of Students Who Are Deaf or Hard of Hearing](#)
- [Monitoring Student Progress in Individualized Educational Programs Using Curriculum-Based Measurement](#)
- [Research Matters: How Student Progress Monitoring Improves Instruction](#)
- [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 4-17; manual pages 1-3)
- [Introduction to CBM in Reading](#) (slides 18-56; manual pages 1-2)
- [Student Progress Monitoring: What This Means for Your Child](#)
- [The ABCs of Progress Monitoring in Reading](#)
- [Teaching Reading to Students with Emotional Behavioral Disorders](#)
- [Using CBM for AYP and Other Data Reporting](#)
- [Using CBM for Progress Monitoring in Reading](#) (slides 3-4)
- [Using CBM to Progress Monitor English Language Learners](#)
- [Using Curriculum-Based Measurement \(CBM\) for Student Progress Monitoring](#) (entire presentation)
- [What Can I Do to Make Sure My Child Receives the Benefits of CBM?](#)
- [What is Curriculum-Based Measurement and What Does It Mean to My Child?](#)
- [What is Student Progress Monitoring and How Will it Help Me?](#)
- [What is Scientifically-Based Research on Progress Monitoring?](#)
- [What Progress Monitoring Can Do For You](#) (slides 18-35)
- [What the National Center on Student Progress Monitoring Can Do For You!](#)
- [When Assessment Isn't Enough: Understanding Student Progress Monitoring](#) (slides 3-7)
- [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (slides 11-20)
- [Common Questions for Progress Monitoring](#)
- [Developments in Curriculum-Based Measurement](#)
- [Fact Sheet: Benefits of Curriculum-Based Measurement](#)

b. Differentiate between CBM, standardized assessment, mastery measurement

- [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#)
- [Improving Student Outcomes Through Progress Monitoring](#) (slides 5-20)
- [Progress Monitoring in a Response to Intervention World: Helping Classrooms Implement Best Practices](#) (slides 3-11)

- [Progress Monitoring in Math](#) (slides 1-15)
 - [Progress Monitoring: What, Why, How, When, and Where](#) (slides 6-27)
 - [Research Matters: How Student Progress Monitoring Improves Instruction](#)
 - [Introduction to CBM in Reading](#) (slides 4-17; manual pages 1-2)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for AYP and Other Data Reporting](#)
 - [Using Curriculum-Based Measurement \(CBM\) for Student Progress Monitoring](#) (slides 5-10)
 - [What is Student Progress Monitoring and How Will it Help Me?](#)
 - [What is Scientifically Based Research on Progress Monitoring?](#)
 - [What Progress Monitoring Can Do For You](#) (slides 4-29)
 - [When Assessment Isn't Enough: Understanding Student Progress Monitoring](#) (slides 4-15)
 - [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (slides 4-11)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 4-16; manual pages 1-3)
 - [Curriculum-Based Measurement and Statewide Tests](#)
- c. Things to think about when planning to implement SPM/CBM
- [Getting Started: How Do I Implement CBM in My School?](#)
 - [Implementing Student Progress Monitoring on a Statewide Basis](#) (includes additional handouts)
 - [Integrating Student Progress Monitoring into Your Classroom: The Teacher's Perspective](#)
 - [Monitoring Student Progress: Administrative Issues](#) (parts 3 and 4)
 - [Progress Monitoring in an Inclusive Standards-Based Assessment and Accountability System](#)
 - [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (entire presentation and handouts)
 - [Aligning Curriculum-Based Measurement with District Benchmarks and Annual Yearly Progress \(AYP\)](#)
- d. CBM and special populations
- [Monitoring Progress of Students Who Are Deaf or Hard of Hearing](#)
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (slides 79-88)
- e. Implementation Examples
- [Implementing Student Progress Monitoring on a Statewide Basis](#) (includes additional handouts)
 - [Monitoring Student Progress: Administrative Issues Part & II](#) (entire presentation)

- [Aligning Curriculum-Based Measurement with District Benchmarks and Annual Yearly Progress \(AYP\)](#) (entire presentation)
- f. Picking a progress monitoring tool
- [Improving Student Outcomes Through Progress Monitoring](#) (slides 83-85)
 - [Progress Monitoring in Math](#) (slides 55-59)
 - [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 34-73; manual pages 8-10)
 - [Student Progress Monitoring Tools Chart and Overview of Tool Review Process](#)
 - [What the National Center on Student Progress Monitoring Can Do For You!](#)
 - [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (slides 42-44; handout pages 35-37)
 - [Choosing a Progress Monitoring Tool that Works for You](#) (entire presentation)
 - [Data-Based Instructional Decision Making](#) (slides 17-78)

II. Conduct student progress monitoring using CBM

- [Progress Monitoring: What, Why, How, When, and Where](#) (slides 28-47)
 - [What is Scientifically Based Research on Progress Monitoring?](#)
 - [What Progress Monitoring Can Do For You](#) (slides 21-32)
- a. Placing a student in a task and identifying the appropriate level of material
- [Progress Monitoring in Math](#) (slides 17-19)
 - [Introduction to CBM in Reading](#) (slides 59-61; manual pages 8-9)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 8-10)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 19-22; manual page 8-9)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 12-14; manual pages 6-7)
- b. Administer and score CBM
- [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
- i. Reading
- [Progress Monitoring: What, Why, How, When, and Where](#) (slides 68-71)
 - [Introduction to CBM in Reading](#) (slides 29-50)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slide 11)
 - [Frequently Asked Questions about Curriculum-Based Measurement in Reading](#)

1. lsf
 - [Introduction to CBM in Reading](#) (slides 62-72; manual pages 9-12; handouts pages 1-2)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 12-17)

2. word id
 - [Introduction to CBM in Reading](#) (slides 73-82; manual pages 12-15; handouts pages 3-4)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 18-23)

3. orf
 - [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#)
 - [Introduction to CBM in Reading](#) (slides 83-95; manual pages 16-20; handouts pages 5-8)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 24-29)

4. maze
 - [Introduction to CBM in Reading](#) (slides 96-100; manual pages 20-23; handouts pages 9-10)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 30-32)

ii. Math

[When Assessment Isn't Enough: Understanding Student Progress Monitoring](#) (slides 16-29)

1. number id
 - [Progress Monitoring in Math](#) (slides 40-44)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 48-56, manual pages 39-45, handout pages 9-12)

2. quantity discrimination
 - [Progress Monitoring in Math](#) (slides 45-49)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 57-65, slides 46-52, handout pages 13-16)

3. missing number
 - [Progress Monitoring in Math](#) (slides 50-54)

- [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 66-74, manual pages 53-59; handouts page 17-20)
4. computation
 - [Progress Monitoring in Math](#) (slides 21-32)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 23-37, manual pages 10-21; handout pages 1-3)
 5. concepts and applications
 - [Progress Monitoring in Math](#) (slides 33-38)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 38-47, manual pages 21-38; handout pages 4-8)
- iii. Written expression
 1. Written Expression
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 15-45; manual pages 7-15; handout pages 1-6)
 2. Spelling
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 46-57; manual pages 15-21; handout pages 7-8)
- c. Graph CBM data and use them to monitor progress
 - [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
 - [What is Student Progress Monitoring and How Will it Help Me?](#)
 - [Using CBM to Progress Monitor English Language Learners](#)
- i. Graph data points
 - [Progress Monitoring in Math](#) (slides 60-63)
 - [Introduction to CBM in Reading](#) (slides 101-104; manual pages 24-25)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 34-37)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 75-78; manual pages 60-62)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 58-63; manual pages 22-24)

- ii. Draw trend line
 - [Using CBM for Progress Monitoring in Reading](#) (slides 46-49)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 87-93; manual pages 66-68, handouts page 21)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 72-76; manual pages 27-31; handout pages 9-10)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 113-121; manual pages 28-32; handout pages 11-12)
 - [Progress Monitoring in Math](#) (slides 77-78)
- iii. Calculate slope
 - [Using CBM to Progress Monitor English Language Learners](#)

III. Interpret and report on student progress using graphed data

- [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
 - a. Setting goals, goal line
 - [Introduction to CBM in Reading](#) (slides 105-121; manual pages 26-28)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 79-87; manual pages 63-65)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (slides 64-71; manual pages 24-27)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 33-45)
 - [Using Progress Monitoring to Develop Strong IEPs](#) (slides 6-12)
 - i. Using benchmark
 - [Introduction to CBM in Reading](#) (slide 106; manual page 26)
 - [Using CBM for AYP and Other Data Reporting](#)
 - [Using CBM for Progress Monitoring in Reading](#) (slide 39)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 80-81; manual pages 63-64)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 65-66; manual pages 24-25)
 - [Progress Monitoring in Math](#) (slides 65-66)
 - ii. Using intraindividual framework
 - [Introduction to CBM in Reading](#) (slides 109-110; manual pages 26-27)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 42-43)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 82-83; manual page 64)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 67-68; manual page 25)

- [Progress Monitoring in Math](#) (slides 72-73)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
- iii. Using norms for rates of improvement (no goal line)
- [Introduction to CBM in Reading](#) (slides 107-108; manual page 27)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 40-41)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 84-86; manual pages 64-65)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 69-70; manual page 26)
 - [Formative Evaluation of Academic Progress](#)
 - [Progress Monitoring in Math](#) (slides 66-67)
- b. Interpreting graphed data
- i. Compare data points to goal line (latest 4 points method)
- [Introduction to CBM in Reading](#) (slides 123-125; manual pages 33-35)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 50-53)
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 95-97; manual pages 69-71)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (slide 77-79; manual pages 31-33)
 - [Progress Monitoring in Math](#) (slides 79-81)
- ii. Compare trend line to goal line
- [Introduction to CBM in Reading](#) (slides 126-129; manual pages 33, 36-38)
 - [Using CBM for Progress Monitoring in Reading](#) (slides 54-56 and 58).
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - [Using Progress Monitoring to Develop Strong IEPs](#) (slides 13-15)
 - [When Assessment Isn't Enough: Understanding Student Progress Monitoring](#) (slides 29-32)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 98-101; manual pages 70 and 72-74)
 - [Progress Monitoring in Math](#) (slides 74-76)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 80-82; manual pages 32 and 34-36)

- c. Using data to report on student progress to team members, parents
 - [Introduction to CBM in Reading](#) (slides 130-136; manual pages 38-44)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 102-104, manual pages 75-77)
 - [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 83-95; manual pages 36-39)
 - [What Can I Do to Make Sure My Child Receives the Benefits of CBM?](#)
 - i. Graphs
 - [Using CBM for AYP and Other Data Reporting](#)
 - ii. slope and benchmark values

IV. Use CBM data to make administrative and instructional decisions

- [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#) (slides 54-78)
- [Progress Monitoring: What, Why, How, When, and Where](#) (slides 48-66 and 72-81)
- [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 18-33; manual pages 4-7)
- [Introduction to CBM in Reading](#) (slides 147-150; manual pages 48-51)
- [Using CBM for Progress Monitoring in Reading](#) (slides 59-67)
- [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 102-104 and 115-118; manual pages 75-77 and 82-85)
- [Introduction to CBM in Reading](#) (slides 130-136; manual pages 38-44)
- [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 83-95; manual pages 36-39)
- [Data Utilization within a CBM Screening and Progress Monitoring System](#)
- [Data-Based Instructional Decision Making](#)
- a. Decision-making protocol
 - [Progress Monitoring in Math](#) (slides 74-81)
 - [What Progress Monitoring Can Do For You](#) (slides 37-49)
 - [When Assessment Isn't Enough: Understanding Student Progress Monitoring](#) (slides 29-41)
 - [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 94-101; manual pages 69-74)
 - [Data-Based Instructional Decision Making](#) (Slides 4-16)
 - i. Raise goal
 - ii. Change instruction
 - [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
- b. Choosing appropriate instructional modifications based on graphed data

- [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#) (slides 54-78)
 - [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 74-106; manual pages 10-21)
 - [Data-Based Instructional Decision Making](#) (slides 34-101; manual pages 8-21)
- c. Using CBM data to set IEP goals and monitor progress
- [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#)
 - [Improving Student Outcomes Through Progress Monitoring](#) (slides 59-72)
 - [Monitoring Student Progress in Individualized Educational Programs Using Curriculum-Based Measurement](#)
 - [Progress Monitoring: What, Why, How, When, and Where](#) (slides 82-92)
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM for AYP and Other Data Reporting](#)
 - [Using Progress Monitoring to Develop Strong IEPs](#) (slides 6-15)
 - [What Progress Monitoring Can Do For You](#) (slides 56-62)
 - [Applications of Progress Monitoring to IEP and Program Development](#)
- d. Using CBM data to inform Adequate Yearly Progress Analysis
- [Improving Student Outcomes Through Progress Monitoring](#) (slides 21-34)

V. Using CBM in a RTI framework: tiered decision-making

- [How Progress Monitoring Assists Decision Making in a Response to Instruction Framework](#)
- [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#)
- [Improving Student Outcomes Through Progress Monitoring](#) (slides 36-58)
- [Progress Monitoring in a Response to Intervention World: Helping Classrooms Implement Best Practices](#) (slides 12-36)
- [Progress Monitoring: What, Why, How, When, and Where](#) (slides 93-103)
- [Introduction to CBM in Reading](#) (slides 151-153; manual pages 51-52)
- [Using CBM to Progress Monitor English Language Learners](#)
- [Using Student Progress Monitoring in a Response to Intervention Model](#)
- [What is Student Progress Monitoring and How Will it Help Me?](#)
- [What Progress Monitoring Can Do For You](#) (slides 50-55)
- [Supporting Teachers Who are Implementing Student Progress Monitoring: A Guide for Administrators](#) (slides 69-78)
- [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 119-121, manual page 86)
- [Determining the Response in RTI](#)
- [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#)

- a. Tier 1: Primary- CBM screening and prevention
 - [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#) (slides 70-88; manual 28-32)
 - i. Identify high-risk students
 - [The ABCs of Progress Monitoring in Reading](#)
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - ii. Monitor weekly
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
- b. Tier 2: Secondary
 - i. Implement Tier 2 intervention
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#) (slides 90-105; manual 42-52)
 - ii. Identify non-response
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#) (slides 106-118; manual 32-35)
 - iii. Monitor weekly or more
 - [Using CBM to Progress Monitor English Language Learners](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
- c. Tier 3: Tertiary
 - [Monitoring Student Progress in the Classroom to Enhance Teacher Planning and Student Learning](#)
 - [Using Student Progress Monitoring in a Response to Intervention Model](#)
 - [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#) (slides 118-149; manual 35-42)

VI. Interventions

- [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 74-101; manual pages 10-21)

VII. Case Studies

a. Reading

- [Advanced Application of CBM in Reading: Instructional Decision-Making Strategies](#) (slides 102-106; manual pages 22-24)
- [Introduction to CBM in Reading](#) (slides 154-156 and 165-169; manual pages 52-55 and 58-63; handout pages 13-14 and 19-23)

b. Math

- [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 122-123 and 132-137; manual page 87-88 and 92-98; handout page 22-23 and 28-33)

c. Written Expression

- [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 119-122; manual pages 50-53; handout pages 18-21)

d. RTI

- [Using Curriculum-Based Measurement to Determine Response to Intervention \(RTI\)](#) (slides 151-190; manual 53-65; handout pages 16-19)

e. Adequate Yearly Progress

- [Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math](#) (slides 105-114 and 124-131; manual pages 79-82 and 88-92; handouts pages 24-27)
- [Using Curriculum-Based Measurement for Progress Monitoring in Written Expression](#) (Slides 96-104 and 111-118; manual pages 40-43 and 46-50; handout pages 14-17)
- [Introduction to CBM in Reading](#) (slides 138-146 and 157-164; manual pages 45-48 and 55-58; handout pages 15-18)