

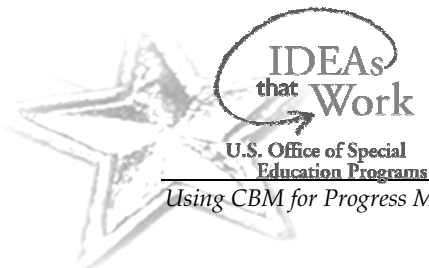
Using CBM for Progress Monitoring in Written Expression and Spelling

MATERIALS PACKET

Handouts 1–12

Case Studies

List of CBM Resources



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Handout 1: Written Expression CBM—Score for Total Words Written

I was on my way home from school and I saw my friend and we runder
bilk to my hous. Bot she had to go to the bath room at the palk. So we
played a little bit and we whant to the store and bot some goodes.



Handout 2: Written Expression CBM—Score for Words Spelled Correctly

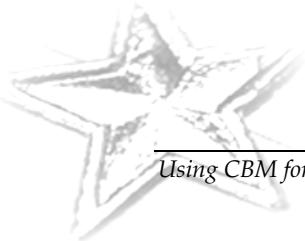
One day we were playing outside the school and ... my friend, Jazzy, fell off the jungle gym. We thought that she would have been hurt but she wasn't really. All she got were a couple of scratches on her knees and elbows, and some cuts. So she went inside to clean them up and get bandages. After she did that we started to play some more. We did a monkey bar contest and played tag. Soon we got bored, so me and Jazzy went to the back yard where all the trees are. We were going to climb our favorite tree.

Remember, proper usage, capitalization, and punctuation are ignored when calculating the number of words spelled correctly.



Handout 3: Written Expression CBM—Practice for Correct Word Sequences (CWS)

One day, we were playing outside the school and ... I Shrunk a Person
olmost Steped on me But I Ran to fast ten Bjorn Nodest me. I seid Can
You help me with Everthing he sied Yes! Ov course I sead Ya!



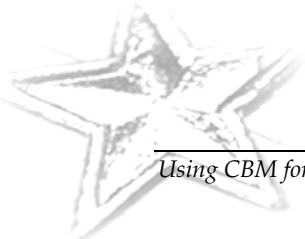
Handout 4: Written Expression CBM—Practice for Correct Word Sequences (CWS), Handwritten Example

Fourth-grade student with disabilities, fall

Write a story that begins with:

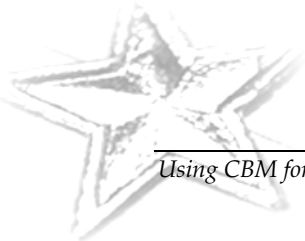
I was walking down the street and found a key in front of
a big gold door. I took the key, opened the door and....

and found a big gold key
and I like to keep the key
but my mom want late me
keep the sb. I say I to rent the
key out my window and past
morning I seen. That



Handout 5: Written Expression CBM—Practice for Correct Minus Incorrect Word Sequences (CIWS)

It was a dark and stormy night ... Phil was watchng a scary movie with his friends Bill and Pete. It was about a man-eating ghost nameed Fred who came to people on dark and stormy nights and ate them. Phil was really scared. he want to turn off the movie but didn't have to. All of a sudden the TV shut down. Then it turned on again and a clon was coming out of the TV he had a large nose and razor sharp teeth.



Handout 6: Written Expression CBM—Score All Four Methods

I was watching TV when I heard a knock at the door and ... I told him to go a way i'm watching TV Then he knack at the door agan so I went to see who it was it was a cute girl selling cookes and I ask how munch there are and she said I need about 3.50 Thats when it relised it was no girl selling cookes it was a 8 story tall locknes monster I said go away monster I ant got no 3.50 After all that I went to the lake to go fishing on my boate. When I was out on the water I had a big fish on my powls then it came up and then is said I need about 3.50 I said go away monster I work hard for my money

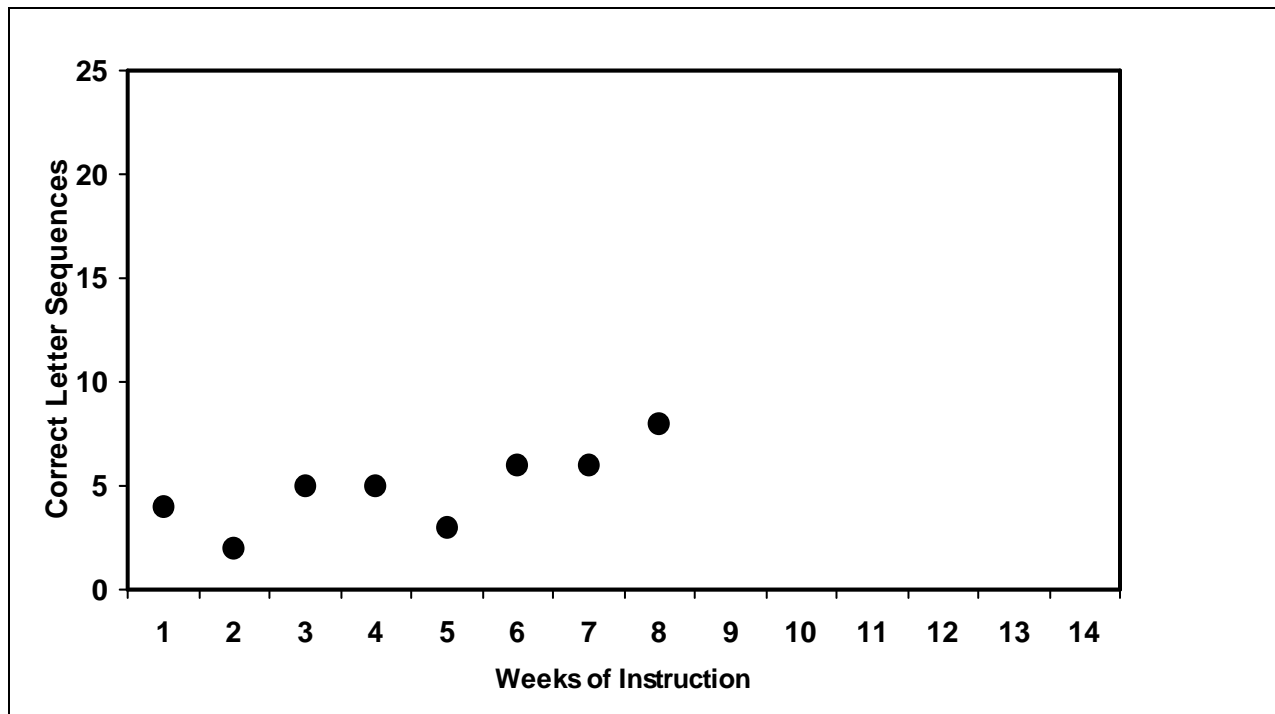
Handout 7: Spelling CBM—Practice 1

Word	Student Spelling	LS
said	s i a d	/5
word	w o r d	/5
other	u d r	/6
her	h e r	/4
look	l o o k	/5
should	s h u d	/7
find	f i n d	/5
did	d i d	/4
part	p o t	/5
little	l i t t i l e	/7
live	l i v e	/5
very	v e r y	/5
name	n a m e	/5
think	s h i c k	/6
through	f h o w	/8
mean	m e n	/5
tell	t e l	/5
want	w o t	/5
around	r a n d	/7

Handout 8: Spelling CBM—Practice 2

Word	Student Spelling	LS
small	s m a l l	/6
airplane	a i r p l a c e	/9
duck	d u c k	/5
white	w h i t e	/6
color	c o r e	/6
barn	b r n e	/5
truck	t r u c k	/6
cold	c o u l d	/5
surprise	s p r i s e	/9
money	m u n e	/6
water	w e r t e r	/6
toy	t o y	/4
am	i m	/3
nothing	n u n t i n g	/8
fox	f o x	/4
tomorrow	t o o w m r o	/9
never	n e v e r	/6
farm	f o r m	/5
kitten	c i t i n	/7
took	t o o k	/5
please	p l e a s e	/7

Handout 9: Drawing a Trend-line Using the Tukey Method— Practice I



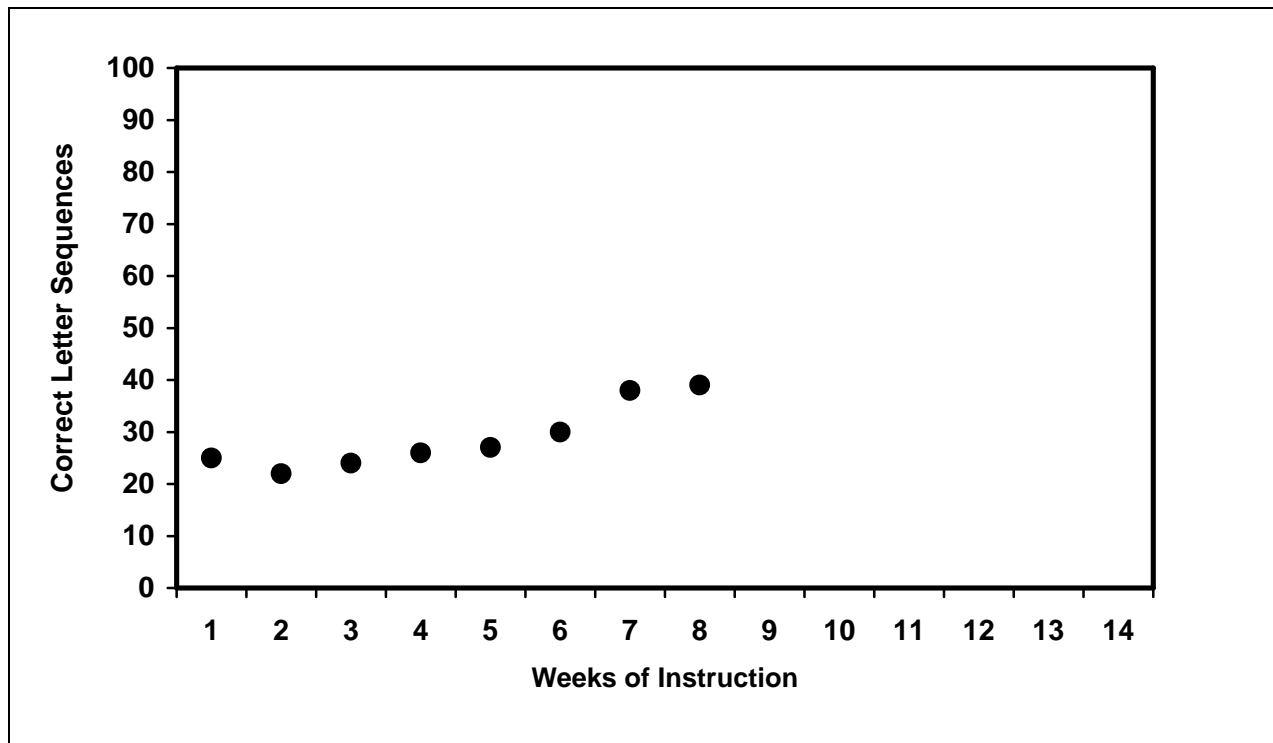
Step 1: Divide the data points into three equal sections by drawing two vertical lines. (If the points divide unevenly, group them approximately.)

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." This represents the trend-line or line of improvement.

(Hutton, Dubes, & Muir, 1992)

Handout 10: Drawing a Trend-line 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." This represents the trend-line or line of improvement.

(Hutton, Dubes, & Muir, 1992)

Handout 11: Analytic Scales for Written Expression (Tindal & Hasbrouck, 1991)

Story-Idea	Organization-Cohesion	Conventions-Mechanics
<p style="text-align: center;">5</p> <ul style="list-style-type: none"> -includes characters -delineates a plot -contains original ideas -contains some detail -word choice -contains descriptors (adverbs and adjectives) and colorful, infrequently used, and/or some long words 	<p style="text-align: center;">5</p> <ul style="list-style-type: none"> -overall story is organized into a beginning, middle, and an end -events are linked and cohesive -sentences are linked, often containing some transitions to help with organization (finally, then, next, etc.) 	<p style="text-align: center;">5</p> <ul style="list-style-type: none"> -sentence structure generally is accurate -spelling does not hinder readability -sometimes contains dialogue -handwriting is legible -punctuation does not effect readability too much -word usage generally is correct (s,v,o/homophone /s-v agreement)
<p style="text-align: center;">4</p> <ul style="list-style-type: none"> -includes characters, but they are not original, often coming from movies -delineates a plot, although it is not as clear as 5 -contains some original ideas but is it fairly predictable -contains some detail -includes descriptors (adverbs and adjectives) -words choice: contains some descriptors (adverbs and adjectives) and some colorful, infrequently used, and/or long words 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> -story has somewhat of a beginning, middle, and an end -events appear somewhat random, but some organization exists -sample may contain some transitions to help with organization (finally, then, next, etc.) -story often contains too many events, disrupting cohesion 	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> -sentence structure generally is accurate but not as good as 5 -spelling does not hinder readability too much -sometimes contains dialogue -handwriting is legible -punctuation does not effect readability too much -word usage generally is correct (s,v,o/homophone/s-v agreement)

Story-Idea	Organization-Cohesion	Conventions-Mechanics
<p style="text-align: center;">3</p> <ul style="list-style-type: none"> -characters are predictable and undeveloped -plot is somewhat haphazard -may or may not contain original ideas -lacks detail -word choice is somewhat predictable only sometimes contains descriptors (adverbs and adjectives) 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> -somewhat of a plot exists but story may still lack a beginning, middle, or an end -events are somewhat random -often lacks transitions -sometimes lacks referents 	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> -sentence structure has a few problems -spelling is somewhat of a problem -may use dialogue but does not punctuate it correctly -handwriting is legible -punctuation is fair -problems sometimes occur with word usage (s,v,o/homophone/s-v agreement)
<p style="text-align: center;">2</p> <ul style="list-style-type: none"> -includes few if any characters -plot is not developed or apparent -contains virtually no original ideas -detail is significantly absent -events are very predictable -word choice is predictable, lacking descriptors (adverbs and adjectives) 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> -plot lacks organization into a beginning, middle and an end -events are random, lacking in cohesion -lacks transitions -often lacks referents 	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> -sentence structure makes story difficult to read -spelling makes it difficult to read -may use dialogue but does not punctuate it correctly -handwriting is not very legible -punctuation is inconsistent and problematic -word usage is problematic (s,v,o/homophone/s-v agreement)
<p style="text-align: center;">1</p> <ul style="list-style-type: none"> -includes few if any characters -plot is non-existent -contains no original ideas -detail is significantly absent -events are few and predictable -lacks descriptors (adverbs and adjectives) 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> -plot is virtually nonexistent -events are few and random -lacks transitions -lacks referents 	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> -sentence structure is problematic -spelling makes it extremely difficult to read -handwriting is illegible, making it extremely difficult to decode -punctuation is virtually nonexistent -word usage is problematic

From page 239: Tindal, G., & Hasbrouck, J. (1991). Analyzing student writing to develop instructional strategies. *Learning Disabilities Research and Practice*, 6(4), 237-245.

Handout 12: Analyzing Spelling Mistakes

Questions to Ask:

Simple consonants and vowels:

- Does the student consistently identify consonants at the beginning and end of words?
- Does the student consistently recognize and write short vowel sounds?
- Does the student write vowels that are followed by the letter r, for example, “farm” rather than “frm” and “her” rather than “hr”?

Pairs of consonants:

- Does the student recognize and write both of the sounded consonants in words like “fast” and “hold”?
- Does the student correctly spell words with blends such as “grate” and “black”?
- Does student recognize and write consonant digraphs in words such as “teach” and “show”?
- Does the student correctly write double letters in two-syllable words with short vowels (such as “rabbit” and “happy”)

Silent letters:

- Does the student write silent letters correctly, in such words as “know” and “climb”?

Long vowels:

- Does the student correctly write long vowel sounds in a variety of ways, such as words with a final e (such as “late”), with vowel teams (such as “read” and “main”), with –igh, –il, –ol (such as “night”, “wild” and “cold”), with a –y (such as “party”)?

Multisyllabic words, including words with suffixes:

- Does the student include a vowel in each syllable of multisyllabic words?
- Does the student follow rules for adding suffixes to root words (for example, “beautiful” rather than “beautyful”)?



CBM Case Study #1: Black Lake Elementary

Dr. Adams is the principal of Black Lake 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.

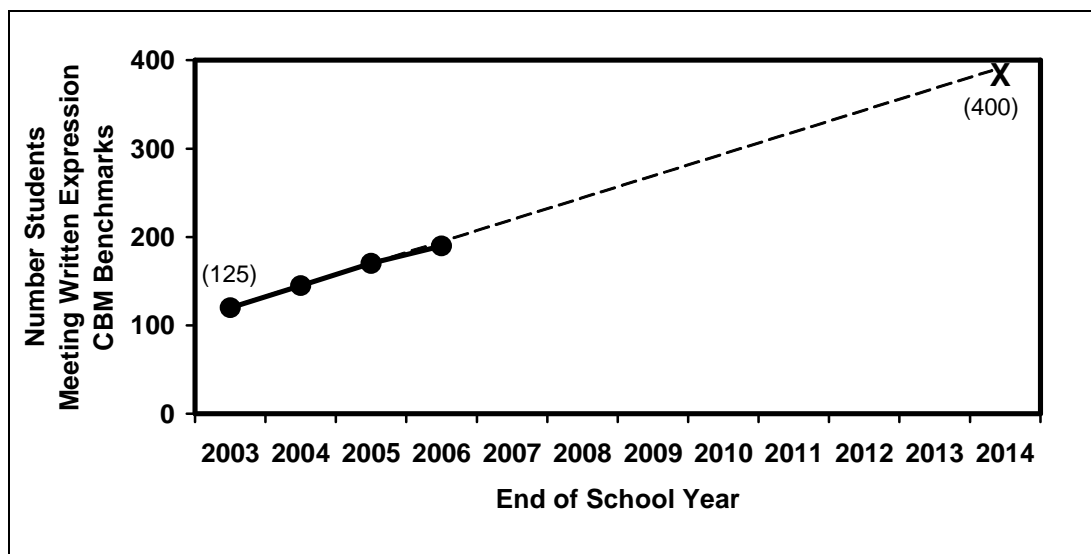
During school year 2002–2003, all 400 students at the school were assessed using Written Expression CBM at the appropriate grade level. 120 students initially met CBM benchmarks, and so 120 represents Black Lake's initial proficiency status. During the 2003–2004, 2004–2005, and 2005–2006 school years, the number of students meeting benchmarks rose from 120 to 145, 170, and 190. The discrepancy between 2005–2006 proficiency and universal proficiency is 210 students. ($400 - 190 = 210$).

To find the number of students who must meet CBM benchmarks each year before the 2013–2014 deadline, the discrepancy of 210 students is divided by the number of years until the deadline (8). $210 \div 8 = 26.25$. Approximately, 26 students need to meet CBM benchmarks each year in order for the school to demonstrate AYP.

During the 2006–2007 school year, Dr. Adams is provided with these CBM graphs based on the performance of the students in her school.

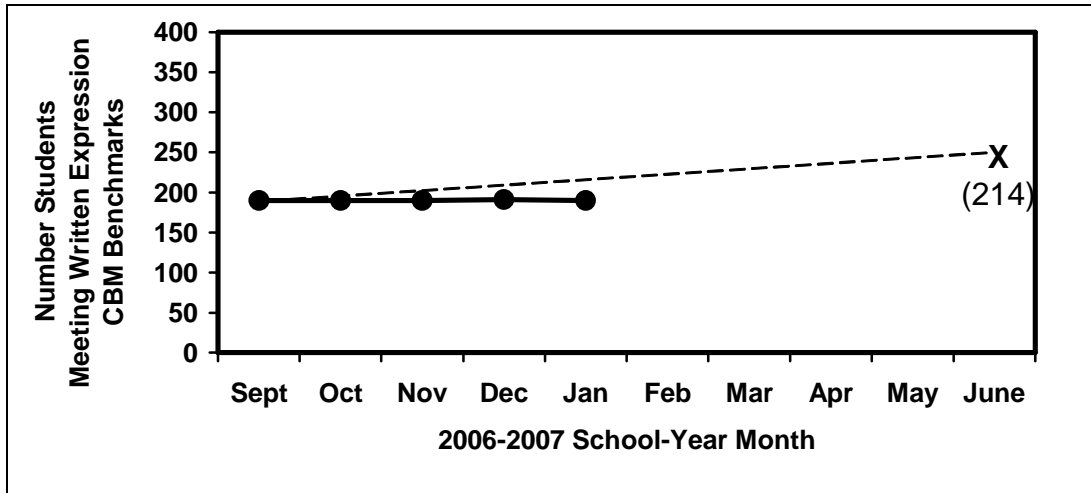
Based on this graph, what can Dr. Adams decide about her school's progress since the initial year of benchmarks?

Black Lake Elementary: Across-Year School Progress



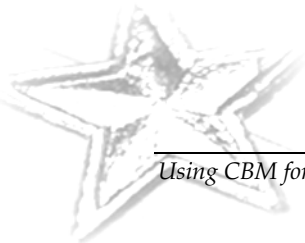
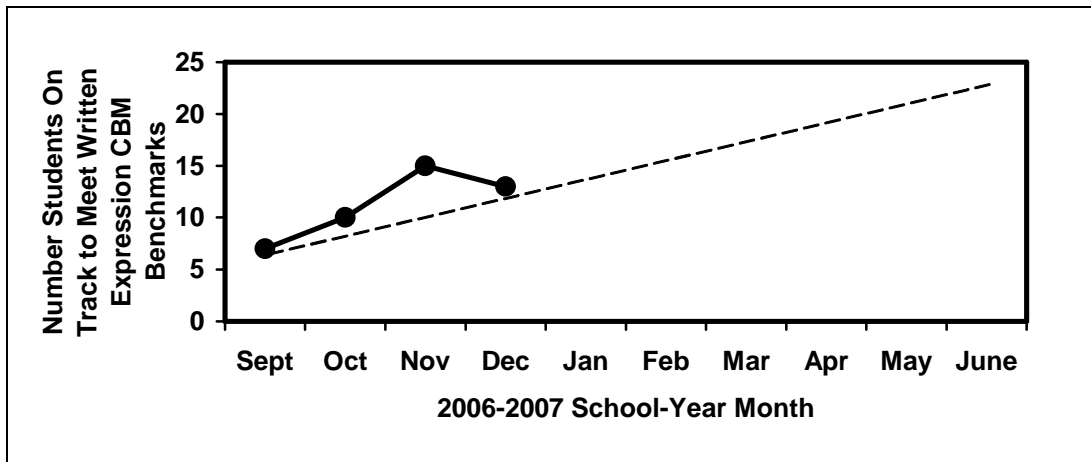
Based on this graph, what can Dr. Adams decide about her school's progress since the beginning of the school year?

Black Lake Elementary: Within-Year School Progress

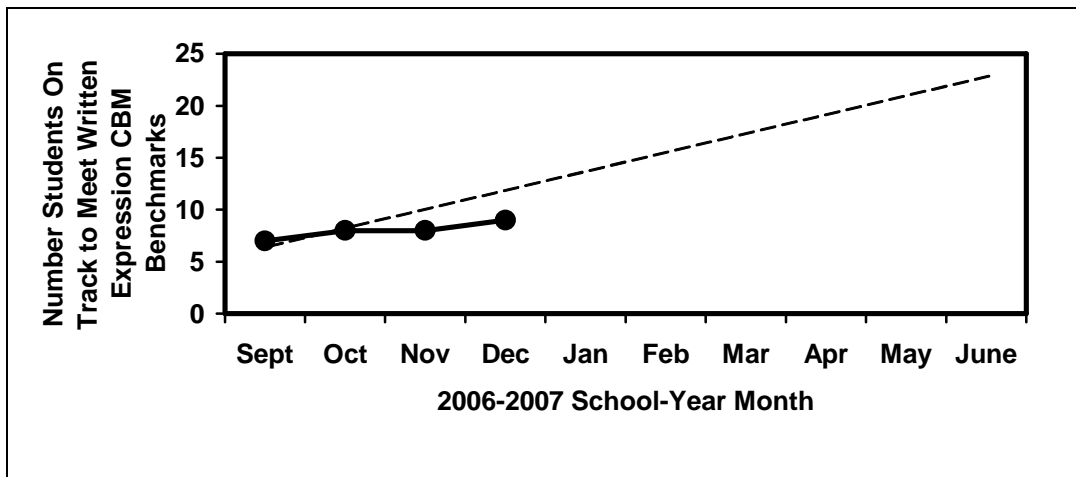


Dr. Adams receives the next two graphs from two different first-grade teachers. What information can she gather from these graphs?

Black Lake Elementary: Mrs. Ansari

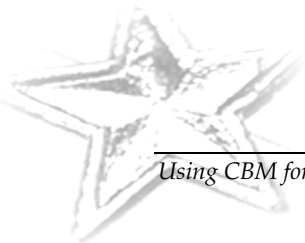
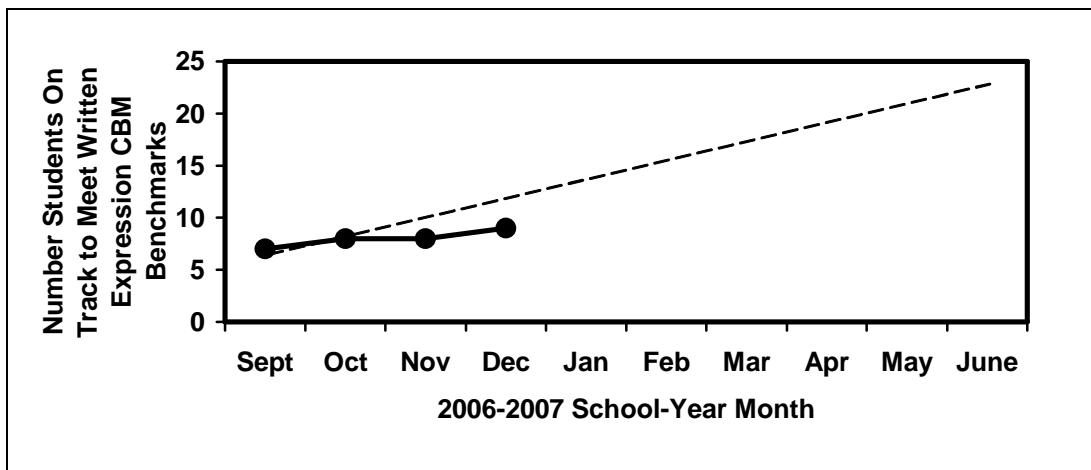


Black Lake Elementary: Mr. Bloom



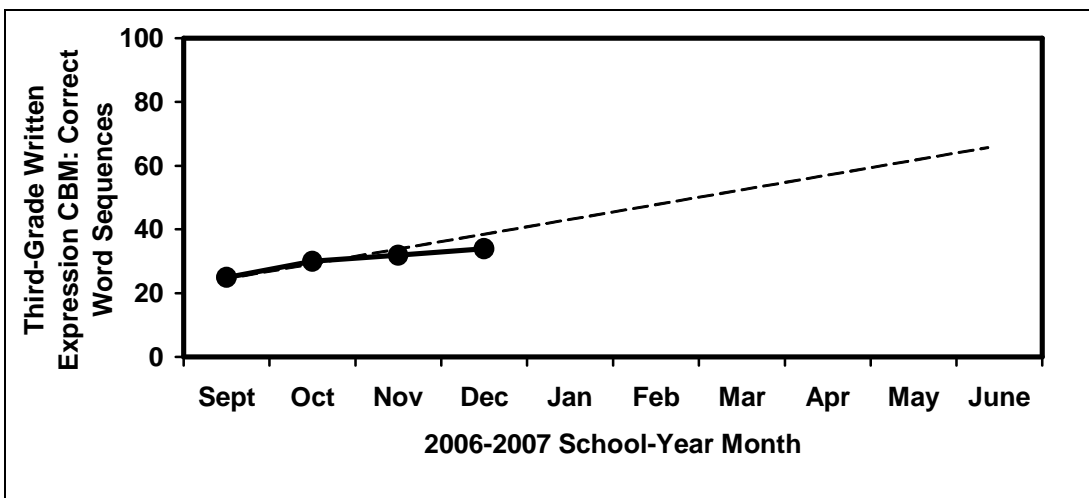
This is the graph that Dr. Adams receives based on the performance of Black Lake’s Special Education students. What should she learn from this graph?

Black Lake Elementary: Within-Year Special Education Progress

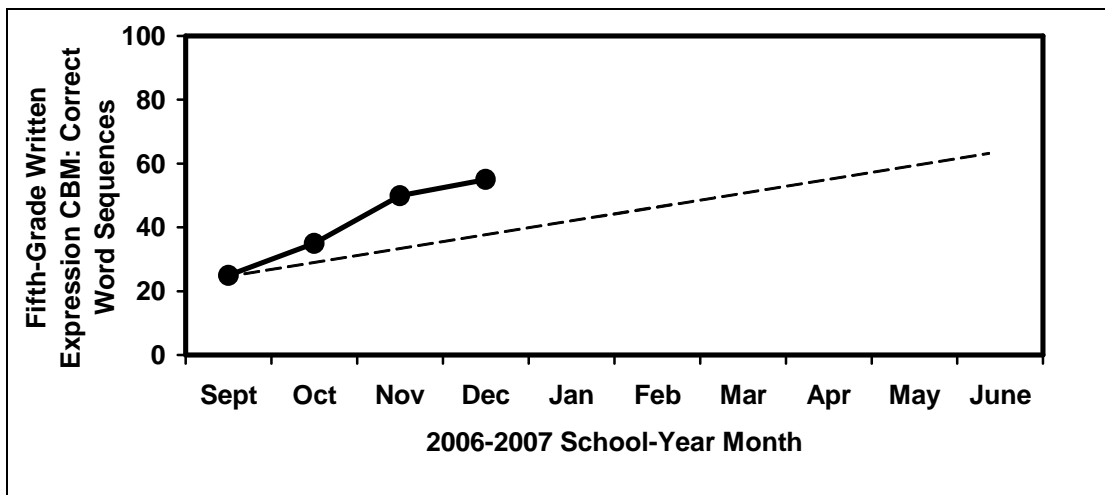


Dr. Adams receives a graph for every student in the school. She gives these graphs to the respective teachers of each student. How can the teachers use the graphs?

Ashton Summerfield



Chad Listerman

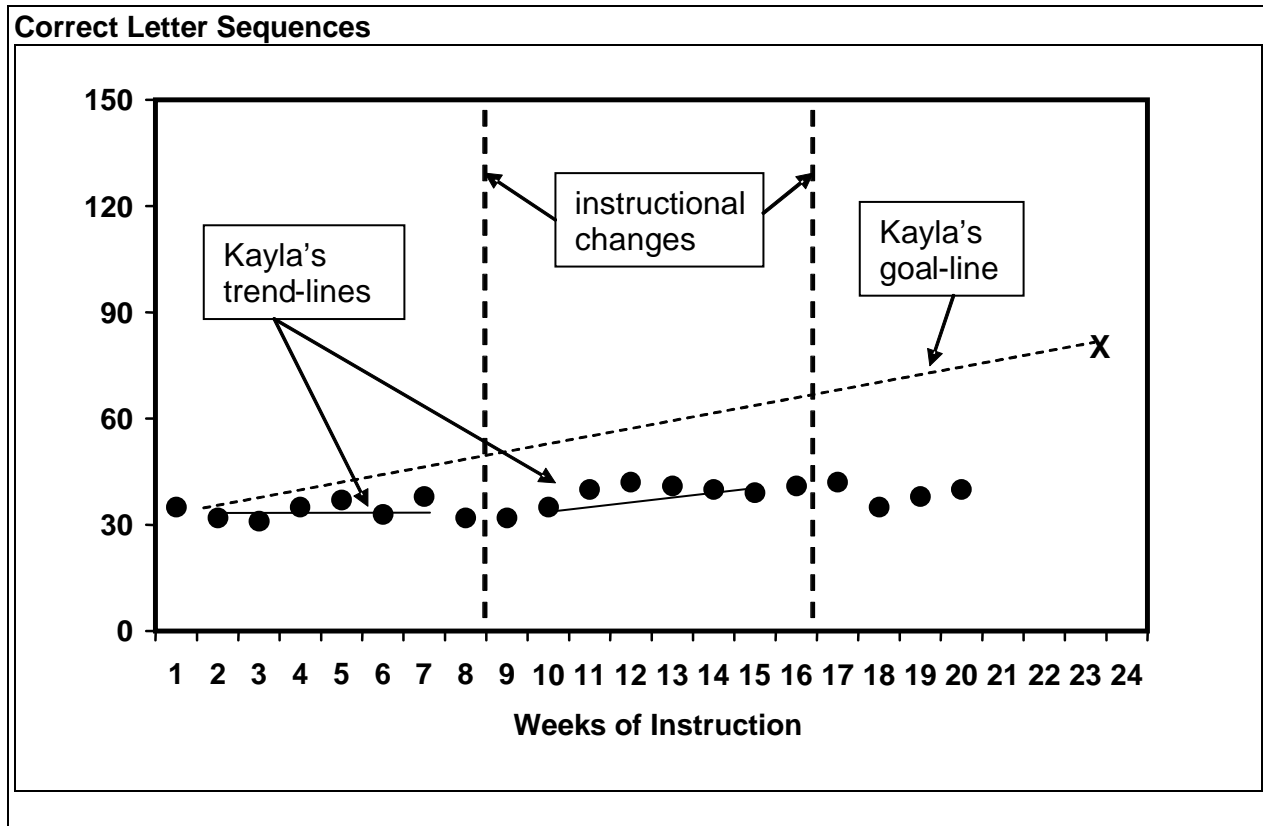


CBM Case Study #2: Kayla

Mrs. Atkinson 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, Kayla, who has been performing extremely below her classroom peers, even after two instructional changes.

Look at Kayla's CBM graph.

Kayla's CBM Graph



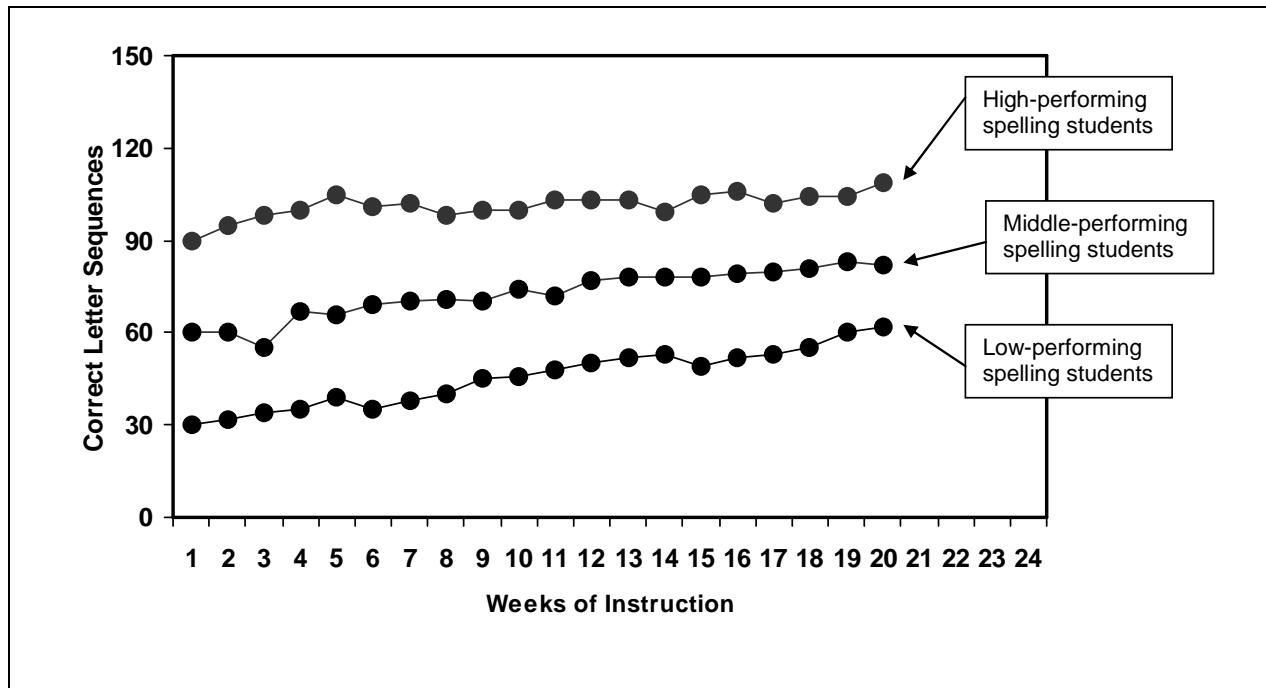
After eight weeks, Mrs. Atkinson determined that Kayla's trend-line was flatter than her goal-line, so Mrs. Atkinson made an instructional change to Kayla's spelling instruction.

The instructional change included having Kayla work on small sets of sight word flash cards. The instructional change occurred after the first thick, dashed vertical line on Kayla's graph.

After another eight weeks, Mrs. Atkinson reevaluated Kayla's spelling progress. She saw that Kayla's trend-line was still flatter than her goal-line. The graph showed that Kayla made very slight spelling improvement, but not enough improvement to help meet her end-of-year goal. So, Mrs. Atkinson decided another instructional change was needed. The instructional change included providing Kayla with individual instruction on vowel sounds. The point of this change is marked by the second thick, dashed vertical line on Kayla's graph.

Mrs. Atkinson has been conducting Spelling CBM for 20 weeks and still has yet to see any improvement with Kayla's spelling despite two instructional changes. Look at the graph below. What could this graph tell about Kayla? If you are meeting with the school principal and IEP team members, what would you say to describe Kayla's situation? What would you recommend as the next steps? How could Mrs. Atkinson use this class graph to help her with her decisions about Kayla?

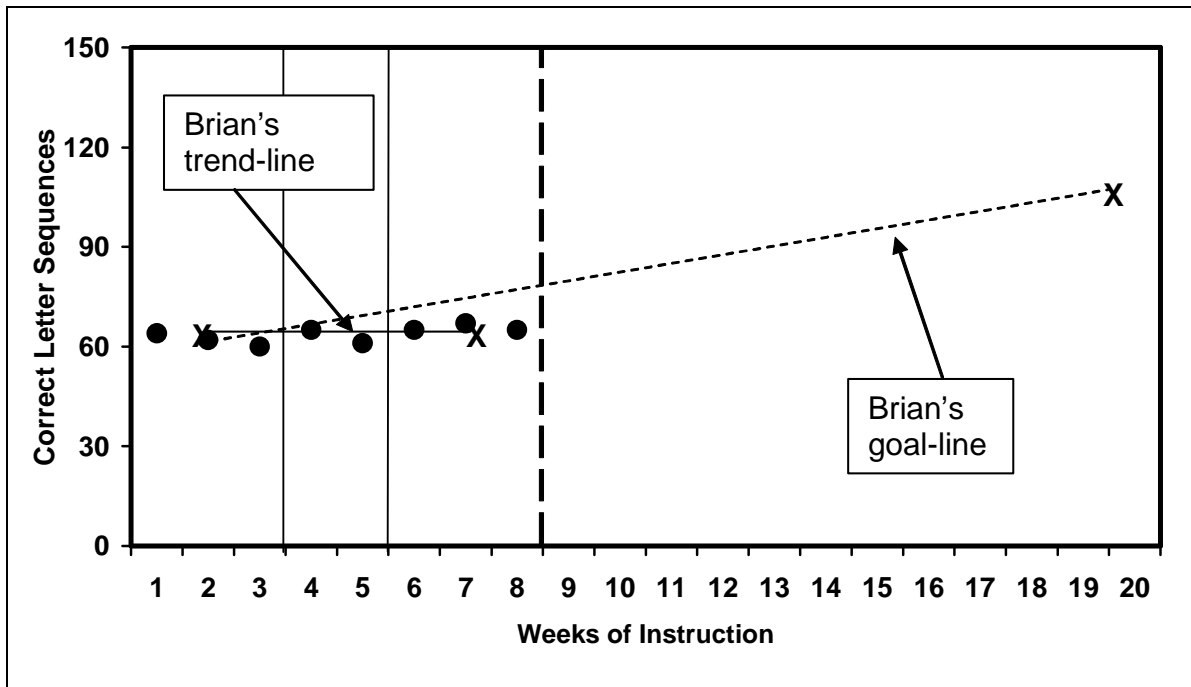
Mrs. Atkinson's CBM Class Report



CBM Case Study #3: Brian

Mr. Collins has been monitoring the spelling fluency of his entire third-grade class using weekly Spelling CBM probes. Mr. Collins has been scoring the probes by calculating correct letter sequences and then graphing student scores on individual student graphs. At the end of 8 weeks, Mr. Collins used the Tukey method to draw a trend-line for Brian's Spelling CBM graph. Here is Brian's graph.

Brian's Spelling CBM Graph



Brian's trend-line is flatter than his goal line. What should Mr. Collins do?

Mr. Collins needs to make a change to Brian's spelling instruction. The point of the instructional change has been marked with a dotted vertical line. To decide which instructional changes might benefit Brian, Mr. Collins decides to analyze Brian's last Spelling CBM probe to find his strengths and weaknesses as a speller.

Brian's Spelling CBM Probe (Week 8)

Name: Brian	Date: November 8	LS
1. ^a^l a n	(along)	2
2. ^g^o s	(goose)	2
3. ^s^e^a c	(search)	3
4. ^b^e^n^t^	(bent)	5
5. k i k^	(quick)	1
6. ^s^t^o^p d^	(stopped)	5
7. ^t r^o n^	(thrown)	3
8. ^v^i^s a t n	(visiting)	3
9. ^y u^r^s^e f^	(yourself)	5
10. ^e^n g o i	(enjoy)	2
11. ^c^h a r e	(cherry)	2
12. ^r^o^l	(role)	3
13. ^e r^l e	(early)	2
14. ^m^i^l c n	(milking)	3
15. ^s^t^a t^	(start)	4
16. ^m^o^p t	(mopped)	3
17. ^n^u^m^b r^	(number)	5
18. g^r^e	(agree)	2
19. ^f o w t^	(fault)	2
20. ^g^r^e t^	(greet)	4

Based on Brian's Spelling CBM, what instructional changes should Mr. Collins make to Brian's spelling instruction?

Some suggestions:

1. focus on silent 'e' at end of words,
2. focus on endings such as 'ed' and 'ing',
3. focus on double vowel combinations such as 'ee' in 'greet' or 'agree' or 'oo' in 'goose', and
4. focus on double consonant combinations such as 'pp' in 'stopped' or 'mopped'.

Appendix A: CBM Resources

- Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children, 52*, 219–232.
- Deno, S. L., Fuchs, L. S., Marston, D., & Shin, J. (2001). Using curriculum-based measurement to establish growth standards for students with learning disabilities. *School Psychology Review, 30*, 507–524.
- Deno, S. L., Marston, D., & Mirkin, P. (1982). Valid measurement procedures for continuous evaluation of written expression. *Exceptional Children Special Education and Pediatrics: A New Relationship, 48*, 368–371.
- Deno, S. L., & Mirkin, P. K. (1977). *Data-based program modification: A manual*. Reston, VA: Council for Exceptional Children.
- Deno, S. L., Mirkin, P., & Marston, D. (1980). *Relationships among simple measures of written expression and performance on standardized achievement tests* (Vol. IRLD-RR-22). University of Minnesota, Institute for Research on Learning Disabilities.
- Espin, C. A., de La Paz, S., Scierka, B. J., & Roelofs, L. (2005). The relationship between curriculum-based measures in writing and quality and completeness of expository writing for middle school students. *Journal of Special Education, 38*, 208–217.
- Espin, C. A., Scierka, B. J., Skare, S., & Halverson, N. (1999). Criterion-related validity of curriculum-based measures in writing for secondary school students. *Reading and Writing Quarterly, 15*, 5–27.
- Espin, C. A., Shin, J., Deno, S. L., Skare, S., Robinson, S., & Berner, B. (2000). Identifying indicators of written proficiency for middle school students. *Journal of Special Education, 34*, 140–153.
- Fewster, S., & MacMillan, P. D. (2002). School-based evidence for the validity of curriculum-based measurement of reading and writing. *Remedial and Special Education, 23*, 149–156.
- Fuchs, L. S. (1987). Curriculum-based measurement for instructional program development. *Teaching Exceptional Children, 20*, 42–44.
- Fuchs, L. S., & Deno, S. L. (1987). Developing curriculum-based measurement systems for data-based special education problem solving. *Focus on Exceptional Children, 19*, 1–16.
- Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. *Exceptional Children, 57*, 488–501.
- Fuchs, L. S., & Deno, S. L. (1994). Must instructionally useful performance assessment be based in the curriculum? *Exceptional Children, 61*, 15–24.

- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). Effects of frequent curriculum-based measurement of evaluation on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21, 449–460.
- Fuchs, L. S., & Fuchs, D. (1990). Curriculum-based assessment. In C. Reynolds & R. Kamphaus (Eds.), *Handbook of psychological and educational assessment of children (Vol. 1): Intelligence and achievement*. New York: Guilford Press.
- Fuchs, L. S., & Fuchs, D. (1996). Combining performance assessment and curriculum-based measurement to strengthen instructional planning. *Learning Disabilities Research and Practice*, 11, 183–192.
- Fuchs, L. S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research and Practice*, 13, 204–219.
- Fuchs, L. S., & Fuchs, D. (2000). Curriculum-based measurement and performance assessment. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools: Theory, research, and clinical foundations* (2nd ed., pp. 168–201). New York: Guilford.
- Fuchs, L. S., & Fuchs, D. (2002). Curriculum-based measurement: Describing competence, enhancing outcomes, evaluating treatment effects, and identifying treatment nonresponders. *Peabody Journal of Education*, 77, 64–84.
- Fuchs, L.S. & Fuchs, D. (2004). Determining Adequate Yearly Progress from kindergarten through grade 6 with curriculum-based measurement. *Assessment for Effective Instruction*, 29, 25–38.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1989a). Effects of alternative goal structures within curriculum-based measurement. *Exceptional Children*, 55, 429–438.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1989b). Effects of instrumental use of curriculum-based measurement to enhance instructional programs. *Remedial and Special Education*, 10, 43–52.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1990). Curriculum-based measurement: A standardized long-term goal approach to monitoring student progress. *Academic Therapy*, 25, 615–632.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1993). Technological advances linking the assessment of students' academic proficiency to instructional planning. *Journal of Special Education Technology*, 12, 49–62.
- Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1994). Strengthening the connection between assessment and instructional planning with expert systems. *Exceptional Children*, 61, 138–146.
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