

# Standard Directions for Conducting CBA

## Directions for CBA in Reading

### Reading passages

**"When I say "begin" I want you to begin reading aloud at the top of this page (point to the first word on the page). Try to read each word. If you come to a word you don't know I'll read it for you. Be sure to do your best reading. Do you have any questions?" (Pause) "Begin".**

The examiner begins the stopwatch when the first word is read correctly by either the student or the examiner. If the student makes an error on the first word, or if the student does not read the initial word within three seconds, the examiner says the word and starts the stopwatch.

As the student reads along in the text, the examiner records any errors by marking a slash (/) through the incorrectly read word. The examiner reads words that the student reads incorrectly. If the student hesitates for more than three (3) seconds for any word, or if the student misreads a word, the examiner says the word and marks it as an error. (More information concerning scoring is provided later in this manual pg. 21) When students read so quickly that it is difficult to correct each error, it is acceptable to not interrupt the student's reading with corrections.

After 60 seconds, the examiner says **"Stop reading"** and marks a "/" after the last word that the student read.

## Directions for CBA: Reading Readiness

### Directions for letter naming

Give the student the list of randomly arranged letters, point to the first letter and say: **"I want you to name these letters. Begin here and read across the page. Try to name as many letters as you can. If you need help with a letter, I'll read it for you. Remember to do your best reading. Do you have any questions?"** (These directions should be given as consistently as possible without sounding stilted.) Begin timing as soon as the first letter is read. (If the student doesn't know the first letter, begin timing as soon as you say the letter.)

At the end of one minute, say **"Stop"**. Put a slash after the last letter read within one minute.

### Directions for reading letter sounds

Give the student the list of randomly arranged letters, point to the first letter and say: **"I want you to tell me the sounds that these letters make. Begin here and read across the page. Try to say the sounds of as many letters as you can. If you need help with a letter, I'll read it for you. If a letter says more than one sound tell me all the sounds that the letter makes. Remember to do your best sounding out. Do you have any questions?"** (These directions should be given as consistently as possible without sounding stilted.) Begin timing as soon as the first letter is read. (If the student doesn't know the first letter, begin timing as soon as you say the letter sound.)

At the end of one minute, say **"Stop"**. Put a slash after the last letter read within one minute.

### Scoring

Subtract the number of errors from the total number of letters 'covered' in one minute. These are the correctly read letters (CRL) and correctly read sounds (CRS).

For letter sounds, the total sounds read (TRS) is the number of letters covered. If a student reads more than one sound for a letter that makes more than one sound (a, e, i, o, u, y, c, g, s, x,) count multiple sounds when computing the TRS.

## Directions for CBA in Reading

### Word lists

**"When I say "begin" I want you to begin reading the words on this page (point to the first word on the page). Try to read each word. If you come to a word you don't know I'll read it for you. Be sure to do your best reading. Do you have any questions?" (Pause) "Begin".**

The examiner begins the stopwatch when the first word is read correctly by either the student or the examiner. If the student makes an error on the first word, or if the student does not read the initial word within three seconds, the examiner says the word and starts the stopwatch.

As the student reads down the list, the examiner records any errors by marking a slash (/) through the incorrectly read word. The examiner reads words that the student reads incorrectly\*. If the student hesitates for more than three (3) seconds for any word, or if the student misreads a word, the examiner says the word and marks it as an error and directs the student to the next word on the list. When students read so quickly that it is difficult to correct each error, it is acceptable to not interrupt the student's reading with corrections.

After 60 seconds, the examiner says **"Stop reading"** and marks a "/" after the last word that the student read.

\* Some authors do not provide error correction for misread words. Providing error correction for misread words is the standard procedure implemented in the Syracuse City School District based on teacher feedback about acceptable assessment practice. Decisions to modify CBA procedures must be applied conservatively and consistently.

## Curriculum Based Assessment (CBA) in Writing Comprehensive Assessment Directions

### Directions:

**"I want you to write a story. I am going to read a sentence to you first, and then I want you to write about what happens. You will have one minute to think about the story you will write and then have three minutes to write it. Do your best work. If you don't know how to spell a word, you should guess. Are there any questions?"**

**"For the next minute think about:"** (provide story starter\*)

After 60 seconds say: **"Begin writing"**

After three minutes: **"Stop. Please put your pencils down."**

The teacher then collects the writing samples.

\* Ideas for story starters are provided on the following page.

### Quantitative scoring options include:

- 1) Counting the total words written (TWW) whether they are misspelled or not.
- 2) Counting the number of correctly spelled words (CSW) in the story and percentage of total words written that were spelled correctly (words are scored as correct whether or not they are grammatically correct).
- 3) Counting the number of correctly spelled words in the story and percentage of total words written that were spelled correctly (words are scored as incorrect if they are not grammatically correct).

Note: The important thing to remember is the teacher's instructional goals and that scoring methods are uniform across writing samples that are compared to monitor progress.

### Qualitative scoring options:

Teacher evaluates writing sample using the CBA Writing Comprehensive Assessment Sheet (tailored for instructional goals).

Teacher and student evaluate writing sample using the CBA Writing Comprehensive Assessment Sheet (tailored for instructional goals) and the 'Checking My Story' sheet.

### Optional activity: Self-assessment (after the 3 minute sample)

"Now you'll have 5 minutes to use the 'Checking my Story' sheet to check your story. Rate how you did today according to the rating sheet".

### Student editing

"Look over the 'Checking my Story' sheet and use it to edit your story using a different colored pen. For example, you could change your story by adding words, changing words, or correcting spelling or punctuation. To change words, draw one line through the word and write the new word above the crossed out word."

## Ideas for Story Starters

1. You just won the lottery for 20 million dollars. What would you do?
2. You woke up this morning and you were two (or ten) feet tall. Write a story about what you would do and what might happen.
3. You woke up this morning and you were could fly. Write a story about what you would do and what might happen.
4. You woke up this morning and you were invisible. Write a story about what you would do and what might happen.
5. A genie grants you three wishes. Write a story about what you would wish for and what might happen.
6. Write about the scariest (happiest) thing that ever happened to you.
7. Aliens have landed in your back yard. Write about what might happen.
8. You have just won an all expense paid vacation to anywhere in the world. Write about where you would go and what you would do.
9. You've invented a time machine and can go back in time. Write about where you would go and what might happen.
10. You've invented a time machine and can go forward into the future. Write about what it is like and what might happen.
11. You are made principal of the school. Write about what you would do and what might happen.
12. You President of the United States. Write about what you would do and what might happen.
13. Write about what you would like to be doing in 20 years.
14. What if you could change anything about yourself? Write about what you would change and how your life would be different.

## Directions for CBA in Math

1) Math sheets are distributed to students face down on their desks. Students are asked to put their name on the paper before beginning.

2) Provide these instructions to students:

Single skill probes: "**The sheets on your desk are math facts. All of the problems are** (state the type of math problem on the sheet e.g., addition)".

Multiple skill probes: "**The sheets on your desk are math facts. There are several types of problems on the sheets. Some are** (state the types of math problem on the sheet e.g., addition and some are subtraction). **Look at each problem carefully before you answer it**".

For all problems: "**When I say begin, start answering the problems. Begin with the first problem and work across the page** (demonstrate by pointing). **Then go down to the next row. If you cannot answer a problem mark an x on it and go to the next one. Are there any questions?**"

3) Say "**Begin**" and start timing.

4) Watch students to make sure that they are working across the page and that they are not skipping problems.

5) At the end of two minutes, say "**Stop. Please put your pencils down.**"

### Math probes

Probes should be designed to cover skills currently targeted in the classroom instruction or review skills (depending on what the instructor wants to know about a student's skills. Problems on math sheets should be randomly arranged and of equal difficulty. Several math probes are included in this materials manual. Math probes may also be generated on the following website: [www.interventioncentral.com](http://www.interventioncentral.com).

### Scoring

The total number of digits attempted are counted. For example:

$$\begin{array}{r} 54 \\ +35 \\ \hline 88 \end{array} \quad \begin{array}{r} 31 \\ -10 \\ \hline 21 \end{array} \quad \begin{array}{r} 47 \\ +22 \\ \hline 29 \end{array}$$

6 (The number '6' indicates all possible digits for that line.)

The total **attempted** = 6 (This is the number of digits had the problems been computed correctly).

Errors = 2 (these are the digits that are underlined).

Total digits **correct** = 4

**Percent digits correct** in two minutes =  $4/6$  or 67%

Note: By computing correct digits CBA math is more sensitive to small change over relatively short periods of time.

# Guidelines for Conducting, Scoring and Interpreting CBA

## CBA Reading: What Are/ Aren't Counted as Errors

As the student reads, the examiner carefully records errors that the student makes as well as other observations concerning the way the student reads.

**The following are counted as student errors when scoring CBA:**

- 1) Hesitating for more than 3 seconds between words
- 2) Misreading words (i.e., reading bat as "bet")
- 3) Omitting words
- 4) Skipping a line (redirect the student to the missed line and count as **one** error)

**The following are not counted as student errors when scoring CBA:**

- 1) Words that the student corrects for him or herself within 3 seconds.
- 2) Words that are inserted (reading I saw a dog as "I saw a big dog") before the examiner has a chance to correct the student.
- 3) Mispronunciations of words because of articulation differences that the student may have (i.e., the student reads rabbit as "wabbit").
- 4) Different pronunciations of words due to non-standard English (e.g. some Latino students may delete the final 's' sound in words).


## Guidelines for Recording Student Reading Behaviors

Stare  
~~Store~~

**Misreads** – Mark a slash through words that are misread (e.g., the student reads store as “stop”) and write what the student reads over the word. (Count as one error.)

~~Store~~

**Hesitations** – If the student does not read anything within 3 seconds, mark a slash through the word. (Count as one error.)

I went to the  
 store to buy  
 some milk, but  
 when I got there
 

**Skipped lines** – If the student skips a line, re-direct the student to the correct line and mark the error by putting an arrow at the corresponding lines. (Count as one error.)

I went to ~~the~~ store  
 to buy some milk

**Omissions** – If the student skips a word (“I went to store” in this example), put an “x” through the omitted word. (Count as one error.)

He won on his <sup>very</sup> first  
 try.

**Insertions** – If the student inserts a word that is not in the passage and continues to read the following word correctly, it is considered an insertion. The examiner may write the word where it was inserted with an inverted “v”. (No error is scored.)

SC  
 wane  
 He ~~won~~ on his

**Self-corrections** – If a student misreads a word but then corrects him/herself within three seconds, sc may be used to indicate the self-correction. (No error is scored.)

“He wan as fa as he  
 could”  
 He ran as far as  
 he could.

**Misarticulations/ Mispronunciations** – If a student exhibits a consistent pattern of misarticulation or reads words differently because they speak with an accent or non standard English, you may want to note the pattern by noting a few examples. (No error is scored.)

Note: Recording these reading behaviors is optional when conducting CBA. Resulting information may be used to identify students’ instructional needs. Accurate administration and scoring procedures should not be compromised when recording the nature of student errors.

## Reading: Guidelines for frustration, instructional and mastery levels

### Grade 1 through grade 3 text\*

|               | <u>Fluency</u> | <u>Accuracy</u>    |
|---------------|----------------|--------------------|
| Frustration   | Below 35 CRW** | Below 85% accuracy |
| Instructional | 35 - 60 CRW    | 85 - 95% accuracy  |
| Mastery       | Above - 60 CRW | Above 95% accuracy |

### Grade 4 through grade 6 text

|               | <u>Fluency</u> | <u>Accuracy</u>    |
|---------------|----------------|--------------------|
| Frustration   | Below 50 CRW   | Below 85% accuracy |
| Instructional | 50 - 100 CRW   | 85 - 95% accuracy  |
| Mastery       | Above 100 CRW  | Above 95% accuracy |

\* Guidelines for frustration, instructional and mastery levels of fluency vary in the literature. Fluency rates corresponding with functional Spanish reading are unknown.

\*\*CRW - Median correctly read words in one minute out of three readings

## Math: Guidelines for frustration, instructional and mastery levels

### Grade 1 through grade 3 problems\*

|               | <u>Fluency</u> | <u>Accuracy</u>    |
|---------------|----------------|--------------------|
| Frustration   | 0-9 CD         | Below 85% accuracy |
| Instructional | 10-19 CD       | 85 - 95% accuracy  |
| Mastery       | 20+ CD         | Above 95% accuracy |

### Grade 4 and above problems

|               | <u>Fluency</u> | <u>Accuracy</u>    |
|---------------|----------------|--------------------|
| Frustration   | 0-19 CD        | Below 85% accuracy |
| Instructional | 20-39 CD       | 85 - 95% accuracy  |
| Mastery       | 40+ CD         | Above 95% accuracy |

CD- Correct digits computed in two minutes

\*Math guidelines are adapted from Shapiro (1996)