

Curriculum Based Assessment (CBA): Spanish Directions and Materials

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About this manual

This manual was prepared by Seth Aldrich, Ph.D.. Dr. Aldrich is a Bilingual School Psychologist for Syracuse City Schools and New York State licensed psychologist. The manual is intended to provide educators with general information about Curriculum Based Assessment (CBA) in Spanish. It is not intended to provide the training necessary to become proficient at conducting, scoring, interpreting and or using CBA for school-based decision-making. While CBA is not difficult to learn, inservice as well as the references listed below are recommended so that educators can take full advantage of the information that CBA has to offer. The author would like to thank Migdalia Ortiz, for editorial assistance with translation and Jim Wright for invaluable assistance with this manual.

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Curriculum Based Assessment: A Brief Overview

Curriculum Based Assessment (CBA) is a method of systematically assessing students' basic academic skills in reading, mathematics, spelling and written expression. The instructor gives the student brief, timed samples, or "probes", made up of academic material usually taken from the student's curriculum.

CBA in Reading may consist of letter/letter sound reading, word lists and or passage reading, depending on the student's developmental level or instructional goals. Students are asked to read from letter lists, word lists or reading passages called "probes" for one minute. Students who are beyond an emergent level typically read three passages of text per grade level, and the median, or middle score is recorded. Multiple passages within a single book level are prepared so that ongoing assessment can take place without practice effects.

CBA in Writing consists of a three-minute writing sample with a story starter. There are many scoring options including counting the number of, and percent correctly spelled words in three minutes. Qualitative scoring options are provided in this manual.

CBA Math uses two-minute calculation probes. Probes, which may be comprised of a single skill or "mixed skills", are selected to assess key skills from the student's current or imminent instructional program.

Different ways of collecting and using CBA information

Survey level assessments use probes from a variety of levels to obtain a measure of a student's current skills at each level through determining levels of instructional material used in the student's classroom that:

- have been mastered (mastery level material)
- are appropriately challenging (instructional level material)
- are considered too challenging (frustrational level material)*

*Criteria used for mastery, instructional and frustration levels is provided on page 25 of this manual.

The CBA survey level assessment is useful for determining instructional materials in reading and math that match individual students' skill levels. Instructional match is defined here as the degree to which materials are appropriately challenging (neither too difficult nor too easy) for an individual student. Appropriate instructional match is crucial for students who are developing basic academic skills for the following reasons:

- Placement in materials that have already been mastered may keep students from "moving on" and achieving their full potential.
- Placement in materials that are too difficult reduces opportunities for practicing emerging skills. Students may actually practice computing math facts or reading words incorrectly.
- Materials that are too challenging are difficult for students to comprehend or apply. Application of skills and or development of comprehension skills may be impeded when materials are at a frustration level.

- Placement in materials that are too difficult may reduce motivation and increase chances of behavior problems.

The tables below provide examples of information collected from a CBA survey level assessment in reading and math. In the first example, the student reads very well in first and second grade material. The student reads disfluently (less than 35 words per minute) and inaccurately (less than 85% correct) in third grade material. The survey level assessment in reading suggests that the student should be instructed in second grade material and monitored in third grade level material. Teachers and support staff can use information collected during the survey assessment as a baseline when choosing to monitor student performance. Once the student becomes solidly “instructional” at a third grade level, he may be accelerated into that level of text.

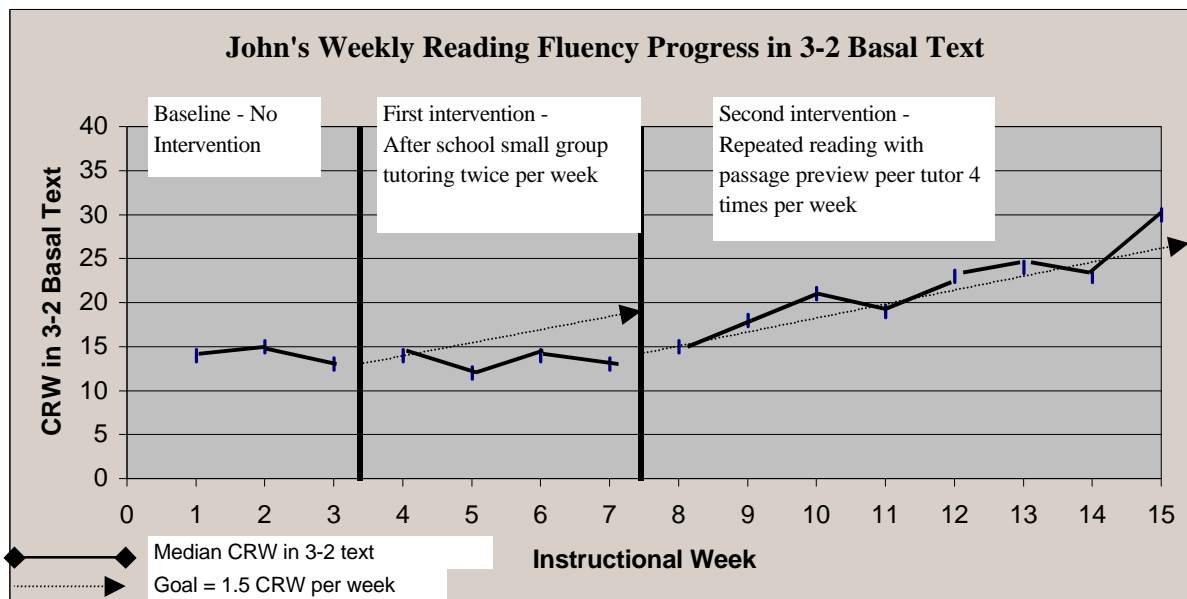
| Reading level | Correctly read words (CRW) | Percent correctly read words | Proficiency level |
|---------------|----------------------------|------------------------------|-------------------|
| End of first | 60 | 95% | Mastery |
| Second (2-1) | 48 | 85% | Instructional |
| Second (2-2) | 45 | 88% | Instructional |
| Third (3-1) | 30 | 75% | Frustration |

Survey level assessment in math uses probes containing a specified skill or skills to assess the number and percent of digits the student computes correctly in two minutes. A general rule of thumb is that students should be able to perform with at least 85% success on math probes before independent practice is advised. While this form of CBA math assessment does not assess application skills, it does assess prerequisite skills (that are frequently deficient for struggling students) necessary for students to apply math skills to solve real life problems.

| Math skill | Correct Digits (CD) | Percent correct Digits | Proficiency level |
|--------------------------------------------------------------------------|---------------------|------------------------|-------------------|
| Addition sums to 10 (single skill) | 30 | 95% | Mastery |
| Double digit addition and subtraction (no regrouping – multiple skill) | 48 | 85% | Instructional |
| Double digit addition and subtraction (with regrouping – multiple skill) | 10 | 68% | Frustration |
| Single digit multiplication (single skill) | 15 | 75% | Frustration |

CBA monitoring is useful for evaluating curriculum, interventions and or programs that are most effective for students. Educators can use ongoing (usually weekly) assessment, using probes from a single level, to gain information concerning student academic growth in response to various instructional approaches and or interventions. Since CBA probes are given under standardized conditions, they allow

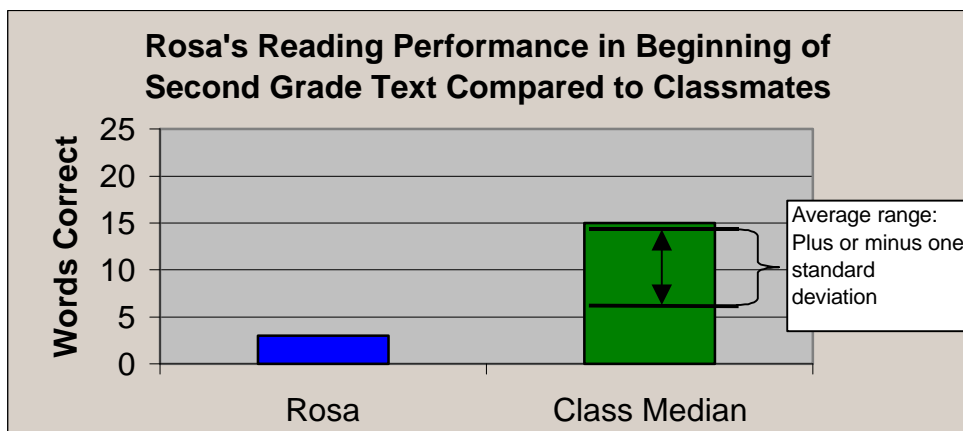
direct comparison of individual students' performances over time (see graph below).



*The dotted lines represent goal level progress of 1.5 CRW per week. The intervention was changed at week 7 after three consecutive data points fell below the goal line.

Each point on the graph represents the middle of three one minute reading probes given on a weekly basis. The graph shows the student on a frustration level at baseline (weeks one through three). After week three, a goal was established with an expected progress rate of 1.5 correctly read words gain per week. The dotted line on the graph represents this rate of progress. At week seven, it was decided that the intervention is not producing the desired outcome and another intervention is put into place (passage preview and repeated reading strategies with a peer tutor). CBA monitoring shows gains subsequent to the peer tutoring intervention to be at or above goal level expectations. Without frequent ongoing assessment and graphing of data, it would have been very difficult to determine which intervention was having a significant positive impact on the student within such a short period of time.

Curriculum Based Measurement (CBM) uses CBA information collected on groups of students from a classroom or school to compare individual students to a 'local norm'. By assessing both typical and at risk students using CBA procedures, educators can identify students who because of their current skills in classroom materials require substantial modification or intervention. This information is relevant to decisions concerning least restrictive environment. In some states, educators use CBM for high stakes decisions such as program eligibility.



The graph above shows how Rosa’s reading fluency in grade level text differs significantly from the median performance in the class (performance of the “middle student”). Rosa’s performance suggests that she needs more assistance than her “typical” classmates. Collecting classwide information also helps the classroom teacher and support staff to identify other students in the class who are having difficulties, as well as to become aware of the range of skill levels in his or her class.

Qualities of CBA

The following qualities make CBA a unique form of assessment that can be used for many types of educational decisions:

- CBA can be administered frequently for ongoing formative evaluation.
- CBA is sensitive to relatively small changes in short periods of time.
- Research has shown CBA to have good measurement properties (reliable, valid).
- CBA is scored objectively.
- CBA can have curriculum overlap/relevance.
- CBA provides information that is useful for identifying students’ instructional needs.
- CBA is practical to administer (considering cost and teacher time).
- CBA can be norm referenced (using local norms).

Purposes for using CBA

Because of its many positive assessment qualities, CBA can be used for a wide variety of educational decisions from instructional decisions about individual students in regular education to more high stakes decisions such as program evaluation and program eligibility. Below is a list of the various types of decisions that can be made using CBA procedures and the type of assessment (inventory and or progress monitoring) that would be used to make such a decision.

- Identify instructional needs of students through analysis of reading behaviors (inventory and or progress monitoring).
- Match instructional materials with the student's instructional level so that the student has optimal challenge and frequent opportunities for success (inventory and or progress monitoring).

monitoring).

- Evaluate the effectiveness of instructional interventions. CBA can be used to determine whether or not interventions are being effective in helping students to achieve predetermined goals. Interventions can be modified until students begin achieving goals as determined by CBA data (progress monitoring).
- Evaluate educational programs. Groups of students involved in educational programs to improve basic academic skills can be monitored using CBA. The resulting information can be used formatively to modify programs in order to be more effective or summatively to judge whether or not a program is effective (progress monitoring).
- Decide on program eligibility. CBA can be used to identify students for whom various modifications and interventions have not resulted in adequate improvement. Such resistance to intervention has been used to document the need for more intensive instructional programs such as Special Education (progress monitoring). Curriculum Based Measurement (CBM) is a process in which local norms are collected to identify students who are discrepant from peers receiving similar instruction. CBM has also been used to identify students needing additional intervention such as special education services.

Summary: Advantages of using CBA over other academic measures

Most assessments used in classrooms (e.g. teacher made tests and work samples) provide 'snapshots' of student performance. It is difficult to compare a student's performance from one assessment to another because the conditions (i.e., time allocated, assistance provided and task difficulty) vary from time to time. Commercially available tests, while designed to be consistent, are time consuming, frequently do not adequately overlap what is taught, and are typically used for long term or 'summative' decisions.

CBA monitoring procedures, on the other hand, are feasible for ongoing or formative assessment since they take about five minutes to conduct. CBA typically uses materials from the student's curriculum and is administered in a standardized format so that a given student's performance is comparable from one assessment to another. The 'motion picture' that develops as the results of several assessments are plotted on a graph, reflects the student's progress in response to different instructional approaches or interventions. CBA probes also allow teachers to observe the nature of reading, math or writing strategies that the student uses, as well as errors in order to guide direct instruction.

Curriculum Based Assessment can be used to answer questions that commercially available assessments are not designed to address. For example, CBA is a very useful measure when identifying needs of assessment of students with limited English proficiency as well as deciding when curriculum changes need to be made.

Finally, CBA has a strong body of research to support its use for relatively high stakes decisions. If given repeatedly over time, CBA is a reliable, valid formative evaluation approach. Research has also shown that oral reading fluency and accuracy are highly correlated with a student's ability to comprehend that level of text.

CBA for Spanish Speaking Students

There are several advantages to using CBA for students whose dominant language is Spanish and who receive instruction primarily in Spanish. Commercially developed norm referenced tests (CNRT) translated into Spanish have been developed for Spanish speaking students, but have varying degrees of quality. Some test developers have done an admirable job of making reliable and valid measures, however no CNRT addresses the complexities of determining ‘what to expect’ from students with mixed language backgrounds and educational histories. Limitations of CNRT in Spanish include:

- Standardization samples taken from other Spanish speaking countries are not representative of Spanish speaking students attending school in the United States with various language and educational backgrounds.
- Many tests don’t survive the translation. Problems include: 1) change in hierarchy of item difficulty, 2) change in item meaning or cultural appropriateness of items after translation, and 3) many tests are not re-normed after translation.
- CNRT in general do not contain enough items to know what referred students can and can’t do within a given skill level (information that may guide instruction).
- CNRT do not have the curriculum overlap needed to determine if the child has benefited from general instruction and or interventions.
- CNRT in Spanish often lack the technical adequacy typically desired for high stakes decisions.

Curriculum Based Assessment administered in the student’s language of instruction (whether current or past in the case of immigrants) provides information about academic skills that have been or will be taught. Because CBA uses material taken from the students’ curriculum, educators are better able to apply information from the ‘test’ to what students are actually doing in school. CBA probes are relatively brief (about three to five minutes per week) and thus provide a feasible means of repeatedly assessing students’ progress over time in response to instructional approaches or interventions. In English, ongoing CBA has been found to be a reliable, valid and sensitive measure of relatively short-term gains in academic skills. CBA Spanish measures have been shown to be reliable and valid form of assessment in a study of first and second graders receiving instruction in Spanish (Aldrich, 1998).

Another advantage of using Spanish CBA is that it requires only moderate fluency in Spanish on the part of the examiner. Those administering CBA in Spanish need to be able to clearly provide directions to the assessment, address questions that the student may have, and be able to know whether or not the student is reading the words correctly. CBA is also easy to administer and may be taught to Spanish speaking teachers and/or paraprofessionals.

Spanish CBA is useful for assessing new students from Spanish speaking countries coming to schools where they will be taught in English. Knowing new students’ basic skill proficiency in their first language will help educators with the challenging task of instructing students in a second language.

This manual provides case examples of how CBA can be used for a variety of educational decisions for students whose first language is Spanish.

Preparing Reading Passages for CBA

One of the major advantages of Curriculum Based Assessment (CBA) in reading is that assessment materials can be developed directly from what students are required to do in the classroom.

To prepare your own passages for CBA assessment, photocopy* or type passages. If stories are typed, pay attention to font and size so that it is similar to that of what the student is expected to read in class (younger students may read better when type is larger).

Example word count

- It is helpful when scoring CBA reading passages to have numbers corresponding with the total number of words in the story at the end of each line in the right hand margin. Student copies should have no numbers along the side of the page.

| | |
|------|------------------------|
| → 9 | (words in first line) |
| → 18 | (cumulative words) |
| → 31 | |
| → 41 | |
| → 43 | total words in section |
- When preparing passages, consider how much target student minute. Passages should probably be at least 100 to 120 words in length. When collecting CBM norms with groups of very able readers, students may need even longer passages. When using passages only to assess younger readers with relatively weak skills, shorter passages may suffice (and may be necessary considering the short length of stories in early readers).
- It is recommended that passages not have a lot of dialogue, and should be from stories rather than poetry or plays. Text with unusual names or foreign words should be avoided if possible.
- If copying from text books pictures should be deleted. The reason for this is that with timed probes, a student's ability to read print independently is assessed. There is little time to stop and think about picture clues before beginning to read the story.

* Under the Fair Use Statute, copyright laws allow for limited portions of textbooks to be copied for educational purposes. Copyright information can be obtained on the website <<http://www.loc.gov/copyright/>>.

Preparing Math Probes for CBA

Math probes may be single skill (e.g., all addition problems with sums to 10) or mixed skill problems (e.g., addition and subtraction problems sums to 10). Problems should be distributed randomly with an even mix of easier and more difficult problems so that different probes are of similar difficulty.

Choose a skill level for monitoring that has not been mastered by the student(s) you are interested in assessing. That way you can observe progress in skills that are developing. You may want to include “unknown” problems that will be instructed soon to assess acquisition of new skills.

While a limited number of math probes are provided with this manual, those who wish to conduct CBA in math are encouraged to obtain math probes from the website <www.interventioncentral.com>.

References

Aldrich, S.F., (1998). Curriculum Based Measures (CBM) in Spanish: A comparison of strategies for assessing students’ skills in Spanish reading. Paper presentation National Association of School Psychologists Annual National Convention, Orlando, FL.

Shapiro, E. (1996). Academic Skills Problems: Direct Assessment and Intervention. New York: Guilford Press.

Shinn, M.R. (1989). Curriculum Based Measurement: Assessing Special Children. New York, Guilford.

Wright, J. (1992). Curriculum-based Measurement: A Manual for Teachers.

Standard Directions for Conducting CBA in Spanish

CBA Spanish Passage Reading Directions

Passages used for Curriculum Based Assessment (CBA) can be taken from most Spanish reading materials (see page 9 of this manual for guidelines for copying or preparing reading passages). Use of basal text is advantageous when the text used is controlled for difficulty at a particular reading level. This way the student's performance can be compared from week to week in text of similar difficulty.

Standardized student directions for the reading passages were developed by translating a modification of Curriculum Based Assessment directions (Shapiro, 1996).

CBM - Passage reading directions (Spanish)

"Cuando yo te diga empieza, lee en voz alta, empezando con la parte de arriba de la página. Lee a través de la página. Trata de leer cada palabra. Si encuentras una palabra que no puedes leer, yo la leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?"

"Empieza"

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 in 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. If the student hesitates for more than three (3) seconds for any word, or if the student misreads a word, the examiner reads the word and marks it as an error. 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, **"Para"** and places a mark (/) after the last word the student read within the time period.

* 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.

CBA Letter pair (Cartilla Fonética) Reading Directions

The Cartilla Fonética includes vowel-consonant letter pairs that comprise Spanish words (i.e., ma, le, su ri). Some of these letter pairs are words themselves and others are not. These letter pairs may be used to assess progress of students who are just beginning to read.

Each sheet contains randomly arranged Cartilla Fonética vowel consonant pairs. Standardized directions for reading the Cartilla Fonética sheets were developed by translating and adapting directions for Curriculum Based Assessment in English (Shapiro, 1996).

CBA - Letter sound combinations (Cartilla Fonética) directions (Spanish)

"Cuando yo te diga empieza, lee estos grupos de letras, en voz alta, empezando con la parte de arriba de la página. Lee a través de la página. Trata de leer cada grupo. Algunos son palabras y algunos no son palabras. Si encuentras un grupo que no puedes leer, yo lo leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?"

"Empieza"

The examiner begins the stopwatch when the letter pair is read correctly by either the student or the examiner. If the student makes an error on the first pair, or if the student does not read the initial pair within three seconds, the examiner says the pair, starts the stopwatch and marks the pair as an error (see error scoring guidelines on pages 20).

The examiner continues to say pairs that the student does not read correctly in 3 seconds (or misreads) and marks incorrect responses. When a student misreads a pair the examiner may write what the student reads above the pair to use for error analysis.

After 60 seconds, the examiner says, "**Para**" and places a mark (/) after the last word the student read within the time period.

CBA Spanish Letter Reading Directions

Lists of letter were developed to assess students' mastery of letter names. Each sheet contains randomly arranged Spanish letters. Standardized directions for letter reading were developed by translating and adapting directions for Curriculum Based Assessment in English (Shapiro, 1996).

CBA Letter reading directions (Spanish)

"Cuando yo te diga empieza, lee estas letras en voz alta empezando con la parte de arriba de la página. Lee a través de la página. Trata de leer cada letra. Si encuentras una letra que no puedes leer, yo la leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?"

"Empieza"

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

The examiner continues to say letters that the student does not read correctly in 3 seconds (or misreads) and marks incorrect responses. When a student misreads a letter the examiner may write what the student reads above it to use for error analysis.

After 60 seconds, the examiner says, **"Para"** and places a mark (/) after the last word the student read within the time period.

CBA Spanish Word List Reading Directions

Word lists were taken from the Sabelotodo guide for 1a, 1b and 2nd grade level words. Standardized student directions for the reading passages were developed by translating a modification of Curriculum Based Assessment directions (Shapiro, 1996).

CBA Word reading directions (Spanish)

"Cuando yo te diga empieza, lee estas palabras en voz alta empezando con la parte de arriba de la página. Lee a través de la página. Trata de leer cada palabra. Si encuentras una palabra que no puedes leer, yo la leeré. Lee lo mejor que puedas. ¿Tienes alguna pregunta?"

"Empieza."

Begin timing when the student says the first word. If the student does not say the first word within 5 seconds, say the word, mark it as an error and start timing. The examiner sweeps a finger across the page (as needed) pointing to each word and sweeps back at the end of a row. If the student hesitates on a word for more than 5 seconds, mark it with a slash. If a student reads the word in separate 'chunks', ask the student to say the word. Credit is then given if the student says the complete word within two seconds. If this prompt is necessary, prompt the student to attempt the next word within two seconds.

(Después de un minuto)

"Para."

CBA Spanish Writing Assessment Directions

CBM Writing passage directions - Spanish

"Yo quiero que escriban un cuento. Primero voy a leer una frase y luego ustedes van a escribir lo que va a pasar después. Tendrán un minuto para pensar sobre el cuento que van a escribir, y tendrán 3 minutos para escribirlo. Si no saben cómo escribir una palabra, deberán adivinar. ¿Hay preguntas?"

"Para el próximo minuto piensen en": (give story starter).

(After 1 minute)

"Empiezen a escribir."

(After 3 minutes)

"Dejen los lápices por favor"

Below are some possible story starters for writing probes:

- 1. ¡Felicidades! Ganaste la lotería de 20 millones de dólares. ¿Qué harías?**
Congratulations! You just won the lottery for 20 million dollars. What would you do?
- 2. Escribe un cuento sobre que harías si fueras invisible.**
Write a story about what you would do if you were invisible.
- 3. Escribe un cuento sobre que harías si fueras 20 pies de altura.**
Write a story about what you would do if you were 20 feet tall.
- 4. Escribe un cuento sobre que harías si fueras el principal de la escuela.**
Write a story about what you would do if you were the principal of the school.
- 5. Escribe un cuento sobre que harías si fueras el Presidente de los Estados Unidos.**
Write a story about what you would do if you were the President of the United States.
- 6. Escribe un cuento sobre tu futuro. ¿Que te gustaría estar haciendo en 20 años?**
Write a story about your future. What would you like to be doing in 20 years?
- 7. Escribe un cuento sobre el momento más triste en tu vida.**
Write a story about the saddest time in your life.
- 8. Escribe un cuento sobre el momento más feliz en tu vida.**
Write a story about the happiest time in your life.
- 9. Si pudieras cambiar cualquier cosa en tu vida, ¿Que sería y cómo sería diferente tu vida?**
If you could change anything in your life, what would it be and how would your life change?

CBA Spanish Comprehensive Writing Assessment Directions

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: Teachers may implement these scoring rules somewhat differently depending upon their interpretation of rules and conventions of writing. What is essential, however, is that the instructor's scoring approach be consistent with instructional goals and that the instructor apply CBA scoring rules in a uniform manner.

Qualitative scoring options:

Teacher evaluates writing sample using the CBA Writing Comprehensive Assessment Sheet (tailored for instructional goals on page 30).

Teacher and student evaluate writing sample using the CBA Writing Comprehensive Assessment Sheet (tailored for instructional goals) and the "Checking My Story" sheet (page 31).

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".

CBA Spanish Math Assessment Directions

CBM - Group addition (or subtraction) math directions (Spanish)

"Este papel en sus mesas tiene problemas de matemática. Todos los problemas son de adición o suma (resta).

Cuando yo les diga empiezen, contesten los problemas. Empiezen con el primer problema y trabajen a través de la página. Entonces sigan a la próxima línea. Si no pueden responder, dibujen una X y vayan a la próxima. Si terminan la página, siguen a la próxima."

"Empiezen"

(Después de un minuto)

"Dejen los lápices por favor"

CBM - Group mixed addition/subtraction math directions (Spanish)

"Este papel en sus mesas tiene problemas de matemáticas. Hay problemas diferentes en los papeles. Algunos son de adición o suma y algunos son de resta. Miren a cada problema con cuidado antes de responder.

Cuando yo les diga empiezen, contesten los problemas. Empiezen con el primer problema y trabajen a través de la página. Entonces sigan a la próxima línea. Si no pueden responder, dibujen una X y vayan a la próxima. Si terminan la página, siguen a la próxima."

"Empiezen."

(Después de un minuto)

"Dejen los lápices por favor"

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.

Scoring

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

$$\begin{array}{r} 54 \\ +35 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 31 \\ -10 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 47 \\ +22 \\ \hline 29 \end{array}$$

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 ^{very} 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.

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)

Information Recording Materials

Survey Level Assessment Summary

Student _____

TRW - Total read words E - Errors CRW - Correctly read words

$$\% \text{ CRW} = \frac{\text{Median CRW}}{\text{Median CRW} + \text{Median E}}$$

Date _____

Notes

Book (level) _____

Reading 1: TRW ___ E ___ CRW ___

Reading 2: TRW ___ E ___ CRW ___

Reading 3: TRW ___ E ___ CRW ___

Median CRW ___ **E** ___ **% CRW** ___

Book (level) _____

Reading 1: TRW ___ E ___ CRW ___

Reading 2: TRW ___ E ___ CRW ___

Reading 3: TRW ___ E ___ CRW ___

Median CRW ___ **E** ___ **% CRW** ___

Book (level) _____

Reading 1: TRW ___ E ___ CRW ___

Reading 2: TRW ___ E ___ CRW ___

Reading 3: TRW ___ E ___ CRW ___

Median CRW ___ **E** ___ **% CRW** ___

Book (level) _____

Reading 1: TRW ___ E ___ CRW ___

Reading 2: TRW ___ E ___ CRW ___

Reading 3: TRW ___ E ___ CRW ___

Median CRW ___ **E** ___ **% CRW** ___

Book (level) _____

Reading 1: TRW ___ E ___ CRW ___

Reading 2: TRW ___ E ___ CRW ___

Reading 3: TRW ___ E ___ CRW ___

Median CRW ___ **E** ___ **% CRW** ___

Frustration level(s) _____

Instructional level(s) _____

Mastery level(s) _____

Progress Monitoring Data Recording Sheet

Student _____ Book (level) _____
 TRW - Total read words E - Errors CRW - Correctly read words % CRW = $\frac{\text{Median CRW}}{\text{Median CRW} + \text{Median E}}$

| | | | |
|-----------------------------------------------------------|-----------------------|----------------------|-----------------|
| Date _____ | | <u>Notes</u> | |
| Reading 1: | TRW ___ E ___ CRW ___ | | |
| Reading 2: | TRW ___ E ___ CRW ___ | | |
| Reading 3: | TRW ___ E ___ CRW ___ | | |
| Median CRW _____ E _____ % CRW _____ | | | |
| <u>Words misread</u> | <u>Read as:</u> | <u>Words misread</u> | <u>Read as:</u> |
| 1) | | 3) | |
| 2) | | 4) | |

| | | | |
|-----------------------------------------------------------|-----------------------|----------------------|-----------------|
| Date _____ | | <u>Notes</u> | |
| Reading 1: | TRW ___ E ___ CRW ___ | | |
| Reading 2: | TRW ___ E ___ CRW ___ | | |
| Reading 3: | TRW ___ E ___ CRW ___ | | |
| Median CRW _____ E _____ % CRW _____ | | | |
| <u>Words misread</u> | <u>Read as:</u> | <u>Words misread</u> | <u>Read as:</u> |
| 1) | | 3) | |
| 2) | | 4) | |

| | | | |
|-----------------------------------------------------------|-----------------------|----------------------|-----------------|
| Date _____ | | <u>Notes</u> | |
| Reading 1: | TRW ___ E ___ CRW ___ | | |
| Reading 2: | TRW ___ E ___ CRW ___ | | |
| Reading 3: | TRW ___ E ___ CRW ___ | | |
| Median CRW _____ E _____ % CRW _____ | | | |
| <u>Words misread</u> | <u>Read as:</u> | <u>Words misread</u> | <u>Read as:</u> |
| 1) | | 3) | |
| 2) | | 4) | |

| | | | |
|-----------------------------------------------------------|-----------------------|----------------------|-----------------|
| Date _____ | | <u>Notes</u> | |
| Reading 1: | TRW ___ E ___ CRW ___ | | |
| Reading 2: | TRW ___ E ___ CRW ___ | | |
| Reading 3: | TRW ___ E ___ CRW ___ | | |
| Median CRW _____ E _____ % CRW _____ | | | |
| <u>Words misread</u> | <u>Read as:</u> | <u>Words misread</u> | <u>Read as:</u> |
| 1) | | 3) | |
| 2) | | 4) | |

CBA Word Drill List

Directions for Word Drill: Write down selected words that were misread in the CBA passage. Point to each word and ask the student to read it. If the student reads the word incorrectly read the word and have the student repeat the word twice. Repeat the procedure until the student reads all of the words with 100% accuracy.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

CBA Word Drill List

Directions for Word Drill: Write down selected words that were misread in the CBA passage. Point to each word and ask the student to read it. If the student reads the word incorrectly read the word and have the student repeat the word twice. Repeat the procedure until the student reads all of the words with 100% accuracy.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

11)

12)

13)

14)

15)

16)

17)

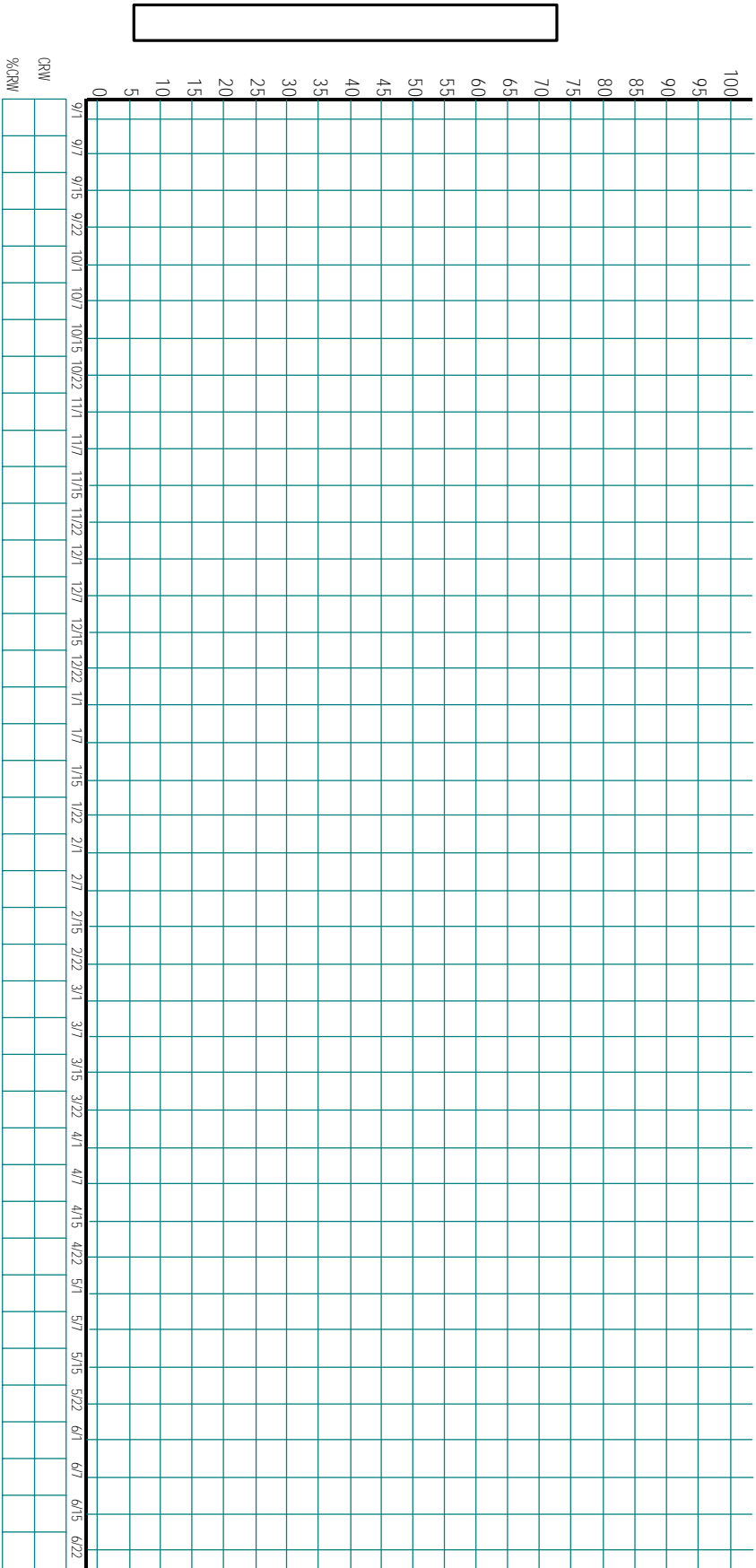
18)

Describe interventions here →

Curriculum Based Assessment Graph

Student: _____

Reading



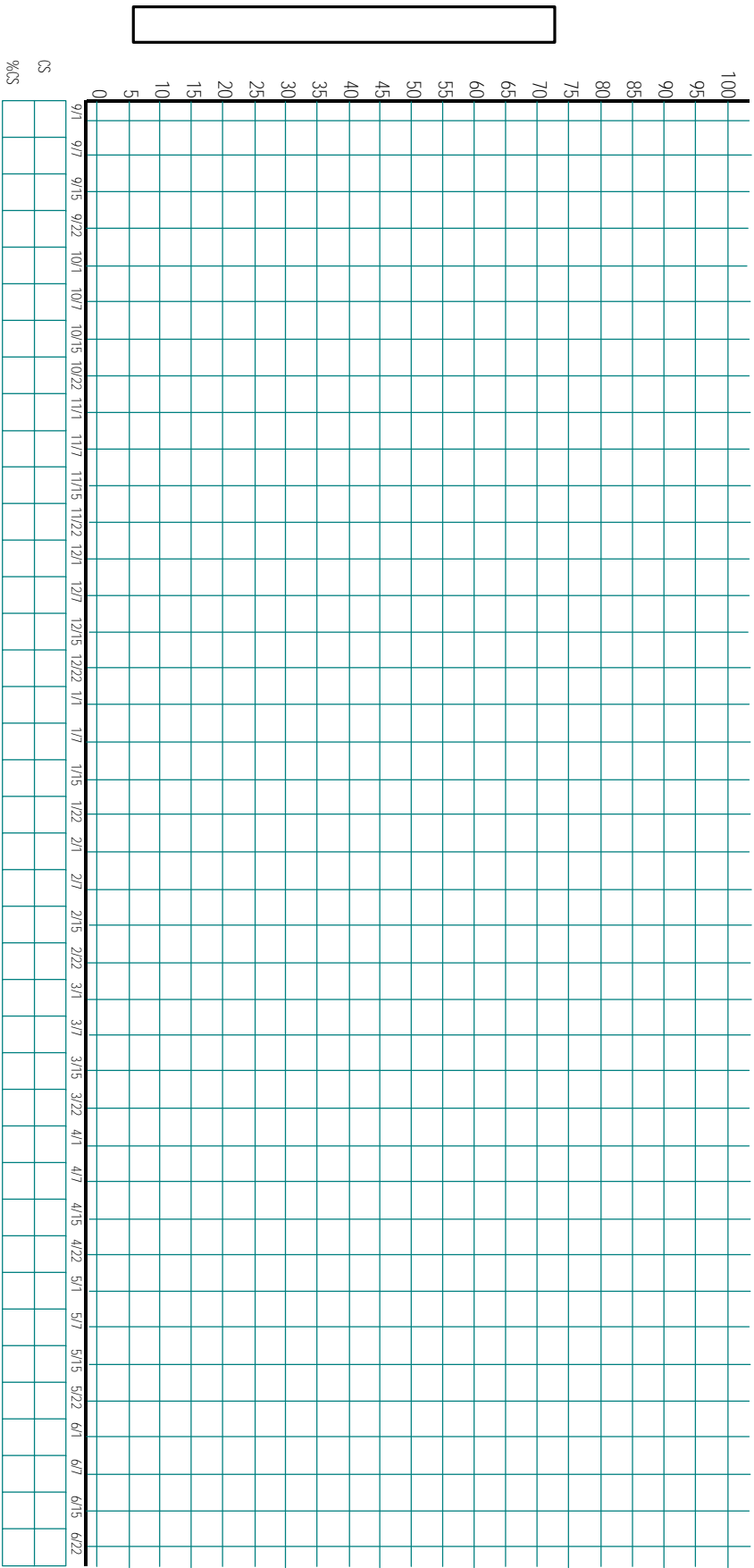
●—● CRW In _____ level text
○—○ Percent CRW

Goal: Student will make _____ CRW progress per week
----->

Describe interventions here →

Curriculum Based Assessment Graph
Student: _____

Sounds



Curriculum Based Assessment - Writing (Comprehensive Assessment Sheet)

Writing the Story

Spelling

- _____ Total Words Written
 _____ Correctly Spelled Words
 _____ Percent Correctly Spelled Words

Mechanics (rate the mechanics by the following criteria)

| 1 | 2 | 3 |
|----------------------------------|------------------|-------------------------|
| Incorrect or very infrequent use | Inconsistent use | Correct, consistent use |

- | | |
|--------------------------|----------------------------------------------------|
| _____ Capitals | _____ " " Quotations |
| _____ . Period | _____ : or ; colon/semi-colon |
| _____ , Comma | _____ ' (apostrophe for contraction - i.e., can't) |
| _____ ! Exclamation mark | _____ ' (apostrophe for possession - i.e., Mary's) |
| _____ ? Question mark | |

Quality of Writing - The story:

- | <u>Student</u> | <u>Teacher ratings</u> | |
|----------------|------------------------|---------------------------------------------------------------|
| _____ | _____ | has a title. |
| _____ | _____ | is consistent with the title. |
| _____ | _____ | has a good leading sentence. |
| _____ | _____ | has (no, few, many) omitted words (comments: _____). |
| _____ | _____ | has (no, few, many) grammatical errors (comments: _____). |
| _____ | _____ | has (no, few, many) capital letter errors (comments: _____). |
| _____ | _____ | has (no, few, many) run on sentences (comments: _____). |
| _____ | _____ | has (no, few, many) incomplete sentences (comments: _____). |
| _____ | _____ | has (many, few, no) descriptive words (comments: _____). |
| _____ | _____ | communicates the writer's thoughts clearly. |
| _____ | _____ | communicates the writer's thoughts in an organized manner. |
| _____ | _____ | is interesting to the reader. |
| _____ | _____ | has good ending sentence. |
| _____ | _____ | is an example of the student's personal best. |

*Add/delete/modify the above descriptors according to student objectives

Chequeando mi Cuento

Nombre _____

Fecha _____

- 1) ¿Usé mi mapa? _____
- 2) ¿Tengo un título en mi cuento? _____
- 4) ¿Empezé mi cuento con una buena frase? _____
- 5) ¿Tiene mi cuento una trama? _____
- 6) ¿Dejé espacio entre mis palabras? _____
- 7) ¿Usé frases completas (no usé “y” o “entonces” entre muchas frases)? _____
- 8) ¿Omití unas palabras? _____
- 9) ¿Revisé mi cuento por errores gramaticales? _____
- 10) ¿Corregí las palabras que no estaban bien escritas? _____
- 11) ¿Usé letras mayúsculas y minúsculas? _____
- 12) ¿Puse marcas de puntuación cuando fue necesario? _____
- 13) ¿Usé palabras descriptivas? _____
- 14) ¿Tiene mi cuento una buena oración para terminarlo? _____
- 15) ¿Hice mi mejor trabajo? _____

* add/delete/modify these descriptors according to student objectives

Cover Copy Compare Word List

Directions for Cover Copy Compare:

- 1) Write down selected words that you want the student to be able to spell.
- 2) Instruct the student to look at the word and memorize it using whatever strategy will be effective.
- 3) Provide the student with an index card to cover each word.
- 4) Cover the word and then ask the student to write the word from his or her own memory.
- 5) Uncover the word and compare the student's response with the correct spelling.
- 6) Correct any errors and repeat until the student spells each word from memory with 100% accuracy.

1) _____ 1)

2) _____ 2)

3) _____ 3)

4) _____ 4)

5) _____ 5)

6) _____ 6)

7) _____ 7)

8) _____ 8)

9) _____ 9)

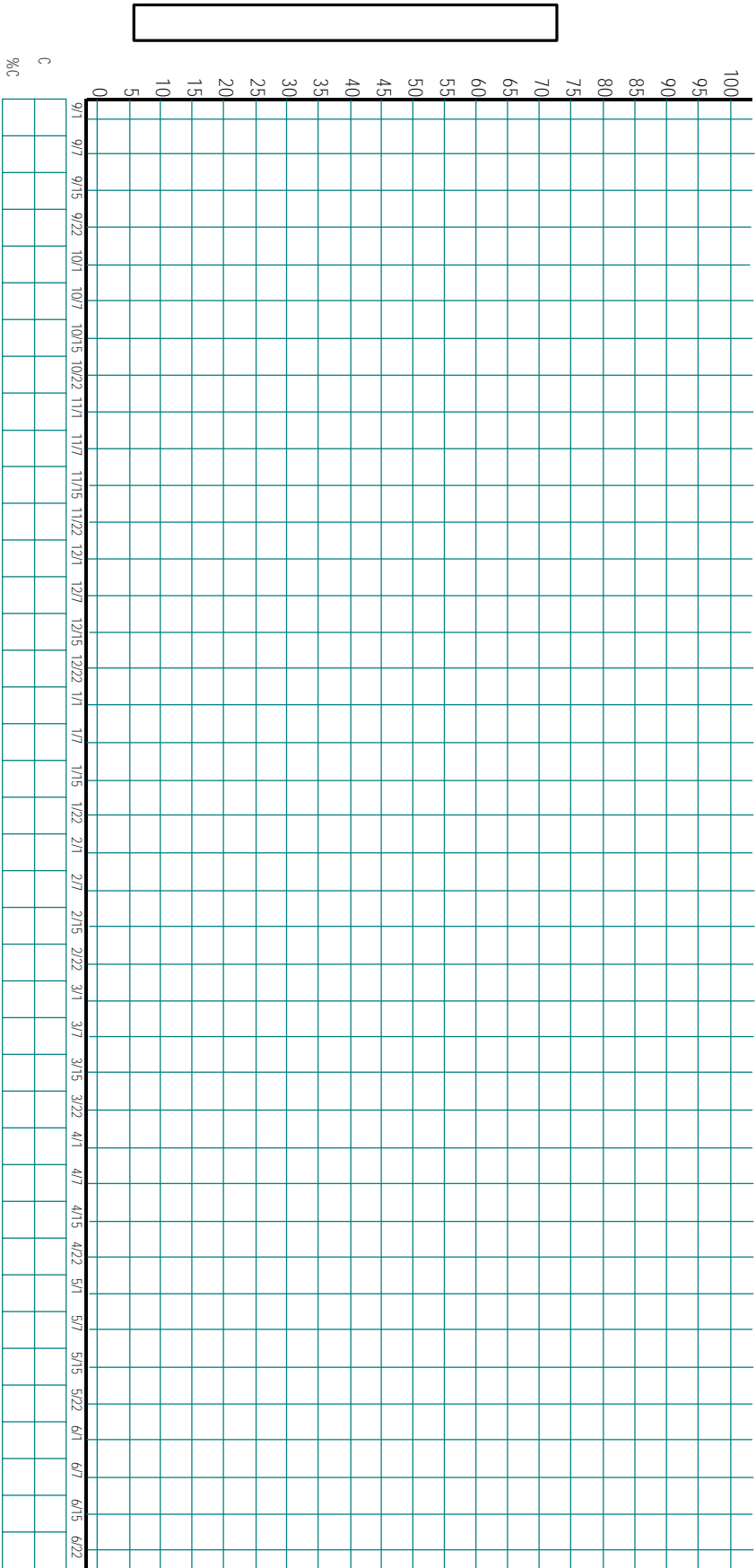
10) _____ 10)

Describe interventions here →

Curriculum Based Assessment Graph

Student: _____

Writing



Spanish/English Language History Survey

Seth Aldrich, Ph.D.

Understanding the language history of students whose first language is not English is essential to providing good instructional programming. Cummins (1979) estimates that while conversational skills in a second language may emerge after only a few months to a year of exposure, deeper understanding and grasp of a second language (Cognitive Academic Linguistic Proficiency or CALP) may take up to 5 to 7 years. Unfortunately, it is often difficult to obtain a clear understanding of an individual student's exposure in his or her first or second language. Obtaining a clear and accurate language history of students with limited English proficiency is a significant challenge in the process of understanding educational needs.

The Language History Survey is a semi-structured interview that may be useful in collecting information in order to understand important aspects of a student's language background. The interview may be used to determine exposure of various language experiences (i.e., communication at home, classroom instruction, and various forms of media) throughout the student's development. Understanding the quality and quantity of exposure in the second language may help educators to gauge more appropriate expectations for students who have limited English proficiency and can be useful in distinguishing whether various intellectual, academic, social or communication weaknesses are due to developmental weaknesses (i.e., language related disabilities) or whether insufficient exposure to the second language is a primary cause for student difficulties.

Spanish/English Language History Survey
Student Interview

History

Student was born in _____
Mother's dominant language _____ Father's dominant language _____
Student first learned to speak (circle one: English Spanish)
Student began speaking English at what age: _____
Were there any interruptions in English language development? If so when and for how long?

Were there any interruptions in schooling resulting in poor attendance? When?

Predominant language spoken in home (circle):

Parents with student: Spanish English Both If English, for how long?
Student with parents: Spanish English Both If English, for how long?
Student with siblings: Spanish English Both If English, for how long?
Siblings with student: Spanish English Both If English, for how long?
Others with student: Spanish English Both If English, for how long?
Student with others: Spanish English Both If English, for how long?

Language spoken in the community

Student watches television in English (yes no) How long per day?
Student plays computer games in English (yes no) How long per day?
Student reads books, magazines, newspaper in English (yes no) How often?
Predominant language spoken with others in the neighborhood: _____

Language history in school (may need to be obtained from records)

Estimate (in percent) the amount of instruction provided in English/Spanish for each grade level.
Then circle the language of reading instruction for each year:

| | | | |
|----------------|---------------|---------------|-------------------------------|
| Pre-K | Spanish _____ | English _____ | Reading: English Spanish Both |
| Kindergarten: | Spanish _____ | English _____ | Reading: English Spanish Both |
| First grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Second grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Third grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Fourth grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Fifth grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Sixth grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Seventh grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| Eight grade: | Spanish _____ | English _____ | Reading: English Spanish Both |
| High school: | Spanish _____ | English _____ | Reading: English Spanish Both |

Student usually speaks (circle one: English Spanish) with peers in school.

Interviewer's assessment of student during interview (describe on the back):

| | |
|--------------------------|-------------------------|
| Understanding directions | Language expression |
| Elaboration/description | Knowing what words mean |

Spanish Language Survey
Parent Interview

History

Student was born in _____
Mother's dominant language _____ Father's dominant language _____
Student first learned to speak _____
Student began speaking English at what age _____
Were there any interruptions in English language development? If so when and how long? ____
Were there any interruptions in schooling resulting in poor attendance? When? _____

Predominant language spoken in home (circle):

Parents with student: Spanish English Both How long?
Student with parents: Spanish English Both How long?
Student with siblings: Spanish English Both How long?
Siblings with student: Spanish English Both How long?
Others in household with student: Spanish English Both How long?
Student with others in the household: Spanish English Both How long?

Language spoken in the community

Student watches television in English (yes no) How long per day?
Student plays computer games in English (yes no) How long per day?
Student reads books, magazines, newspaper in English (yes no) How often?
Predominant language spoken with others in the neighborhood

Language history in school (may need to obtain from records)

Most instruction was provided in:

| | | |
|----------------|-----------------------------|------------------|
| pre-K | Spanish _____ English _____ | Reading language |
| kindergarten: | Spanish _____ English _____ | Reading language |
| first grade: | Spanish _____ English _____ | Reading language |
| second grade: | Spanish _____ English _____ | Reading language |
| third grade: | Spanish _____ English _____ | Reading language |
| fourth grade: | Spanish _____ English _____ | Reading language |
| fifth grade: | Spanish _____ English _____ | Reading language |
| sixth grade: | Spanish _____ English _____ | Reading language |
| seventh grade: | Spanish _____ English _____ | Reading language |
| eight grade: | Spanish _____ English _____ | Reading language |
| high school: | Spanish _____ English _____ | Reading language |

Student speaks (English Spanish) with peers in school.

Do you have any concerns about your child's language development?

| | <u>In school</u> | <u>At home</u> |
|---------------------------|------------------|----------------|
| Understanding directions | | |
| Communicating with others | | |
| Pronunciation of words | | |
| Knowing what words mean | | |

Spanish Language Survey
Entrevista con los Padres

Historia

¿Donde nació el estudiante? _____
 Idioma de la madre _____ Idioma del padre _____
 Idioma mas fuerte del estudiante _____
 Edad en que el estudianto empezó a hablar inglés _____
 ¿Hubo interrupciones del desarrollo de hablar inglés? _____ ¿Por cuánto tiempo? _____
 ¿Hubo interrupciones en la asistencia a la escuela? _____ ¿Cuándo y por cuánto tiempo? _____

Idioma(s) que se habla(n) en la casa

Los padres con el estudiante: ___ español ___ inglés ___ Los dos
 El estudiante con sus padres: ___ español ___ inglés ___ Los dos
 El estudiante con sus hermanos: ___ español ___ inglés ___ Los dos
 Los hermanos con el estudiante: ___ español ___ inglés ___ Los dos
 Otra gente en la casa con el estudiante: _____ : ___ español ___ inglés ___ Los dos
 El estudiante con otra gente en la casa: ___ español ___ inglés ___ Los dos

El idioma hablado en la comunidad

¿Ve programas de televisión en inglés? (si no) Más or menos ¿por cuánto tiempo cada día? _____
 ¿Juega con el computador (o Nintendo) en inglés? (si no) ¿Por cuanto tiempo cada día? _____
 ¿Lee libros o revistas en inglés? (si no) ¿Cuánto? _____
 ¿Qué idioma habla el estudiante con los que viven cerca? _____

Historia del idioma hablado en la escuela.

La mayoría de la instrucción fue en:

| | | | | | |
|----------------|-------------|------------|--------------|-------------|------------|
| Pre-K | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Kindergarten: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Primer grado: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Segundo grado: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Tercer grado: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Cuarto grado: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Quinto grade: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Sexto grade: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Septimo grade: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Octavo grade: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |
| Colegio: | español ___ | inglés ___ | Lectura: ___ | español ___ | inglés ___ |

El estudiante habla (___ inglés ___ español) con sus compañeros en la escuela

¿Tiene usted alguna preocupación en el desarrollo del lenguaje?

En la escuela

En la casa

Entender instrucciones
 Comunicarse con los otros
 Pronunciar las palabras
 Entender las palabras

Case Studies

Case example 1: Survey level assessment and ongoing monitoring

The following example illustrates how CBA in Spanish can be used to survey students' skills in classroom materials and then monitor student progress through weekly reading probes. **CBA survey level assessment** of individual students' skills at various levels provides information about which book levels are too easy (mastery), too hard (frustration) and appropriately challenging (instructional). Based on this information, educators can provide graded instructional materials with which students are able to experience success.

CBA monitoring provides information concerning the effectiveness of the instructional strategies, interventions and or programs being used to promote academic skills. The main question addressed by CBA monitoring is "How well is this particular approach working for the student?"

Background

Miguel is a ten year old fourth grade student attending a bilingual classroom in which reading instruction is provided in Spanish. Two years ago, at the age of eight years, he came to the United States from Puerto Rico where his school attendance was very poor. He was initially placed in a monolingual English second grade classroom but made very limited progress since he spoke little English. After one year of English instruction, Miguel was retained and placed in a bilingual second grade classroom where reading was taught in Spanish. His teacher estimated Miguel's reading level to be at a mid second grade level. He was referred to his school's pre-referral intervention team because his teacher was concerned about his reading progress.

After reviewing Miguel's educational and language history, it was clear that attendance and limited English proficiency were key issues contributing to Miguel's difficulties. It was impossible to come up with a commercially available test that provided information about what to expect from a student with Miguel's background. Because Miguel was learning to read in Spanish and much of his previous instruction had been in Spanish, assessment materials would have to be in Spanish.

Step 1: Survey level assessment

The school psychologist in Miguel's school conducted a CBA survey level assessment that inventoried Miguel's skills at different grade levels. She asked Miguel to read three randomly selected passages from the third grade Spanish textbook used in his classroom. She found that in the third grade book, Miguel was reading on average only 13 words correctly in one minute, with 60% accuracy. At this level Miguel would probably not be able to practice enough known words when reading independently to improve his reading skills. Because reading words at this level was so difficult, Miguel would probably find it difficult to comprehend what he was reading. Furthermore, Miguel would be at risk for low motivation, and for behavior problems given the high degree of frustration he would experience if taught with third grade materials.

On end of second grade passages from the Spanish basal, Miguel read 30 words correctly in one minute with 75% accuracy. While this level was still too difficult, Miguel was able to read at an instructional level in the beginning of second grade Spanish basal (45 words correctly in one minute with 89% accuracy). Miguel was at mastery

level fluency and accuracy in the end of first grade Spanish basal (see table below).

Miguel's CBA Reading Survey Level Assessment Results

| Reading level | Correctly read words (CRW) | Percent correctly read words | Proficiency level |
|----------------------|-----------------------------------|-------------------------------------|--------------------------|
| End of first | 75 | 96% | Mastery |
| Second (2-1) | 45 | 89% | Instructional |
| Second (2-2) | 30 | 75% | Frustration |
| Third (3-1) | 13 | 60% | Frustration |

Step 2: Set a goal

Miguel's teacher and the pre-referral intervention team used the survey level assessment information to set a realistic but ambitious goal for Miguel to improve his reading fluency and accuracy. They decided that their goal was for Miguel to read fluently and accurately in the third grade book

“After four weeks of flash cards drill with the teacher Miguel will increase his reading fluency in the third grade textbook by 6 words (1.5 CRW increase per week)”.

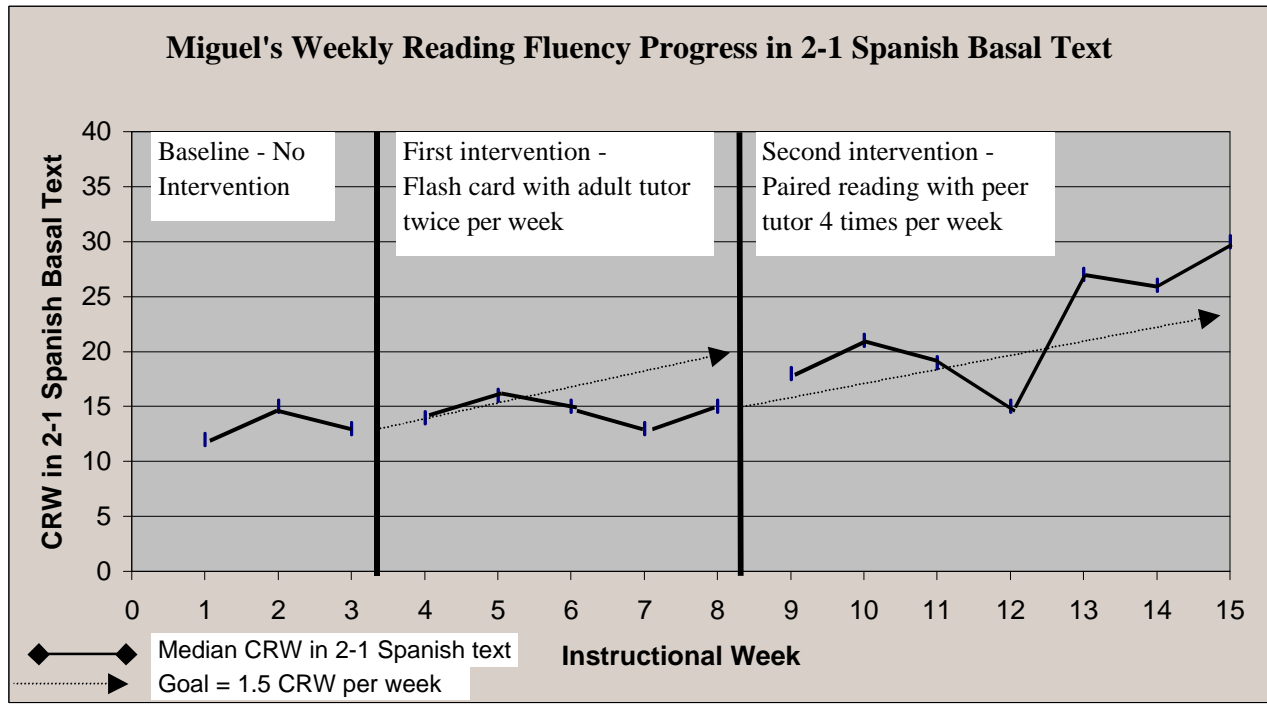
Step 3: Plan an intervention

Initially, the pre-referral intervention team and Miguel's teacher agreed to have an adult tutor practice sight words with Miguel two times per week for one half hour. The goal, interventions attempted, and results would be shared with Miguel and his parents.

Step 4: CBA monitoring

A bilingual teacher assistant conducting the flash card intervention would be trained to administer CBA on a weekly basis to monitor Miguel's progress. Each week Miguel would read from three different randomly selected passages from the third grade book. The TA would then graph the median (or middle score out of three) correctly read words (CRW) per minute and percent accuracy that Miguel achieved each week. The goal, interventions attempted, and results would be shared with Michael and his parents.

The graph below shows the goal line reflecting expected progress, interventions used, as well as actual progress made (reflected by fluency in third grade materials) with each intervention.



Step 5: Evaluate intervention effectiveness and make necessary modifications

After five weeks, Miguel’s teacher and the pre-referral intervention team determined that Miguel was not meeting his goal (see graph). They decided to train an older Spanish speaking student to be Miguel’s tutor. Miguel and the tutor would spend 25 minutes, four days per week reading from the second grade basal which was being used for instruction in Miguel’s classroom. The goal of 1.5 words per week gain would be kept the same.

Throughout six weeks of the peer tutoring intervention, Miguel demonstrated reading gains that were at or above his goal. The degree of improvement was such that Miguel was projected to be reading instructionally in third grade material by the end of the school year. While his reading skills would still be delayed compared to other 10 year olds, he was “catching up”.

CBA graphs provide a concise overview of the assessment and intervention process including:

- Performance before the intervention started (baseline)
- Level of material used for assessment
- Specific goal information
- Specific intervention information including date(s) of implementation
- Student progress in relation to goal

Case example 2: Use of local norms to identify students with “special needs”

Educators have a responsibility of identifying students with special needs. Knowing what to expect of students who are raised and educated in the language of the dominant culture is a difficult task. When students speak one language at home and school instruction is in their second language, the task of identifying atypical learners becomes much more complicated.

Collection of local norms through Curriculum Based Measures (CBM) is very useful for determining expected levels of skills and or progress of students who have bilingual educational backgrounds. The purpose of standardization samples is to help educators know what to expect from students from similar backgrounds at a particular age/grade level. Collecting ‘local norms’ using CBM procedures allows educators to compare the academic skills of referred students to students who have had similar language history and educational experiences.

Background

Maria is an eight year old girl finishing the second grade in bilingual classroom. Maria was born in Puerto Rico and did not begin speaking English until she entered kindergarten when she was 5 years old. Her parents and teacher are concerned that Maria struggles when she reads books estimated to be at a first grade level. Maria decodes many of her words and does not demonstrate a fluent sight word vocabulary. Her teacher feels that the energy she devotes to decoding interferes with her reading comprehension.

Assessment

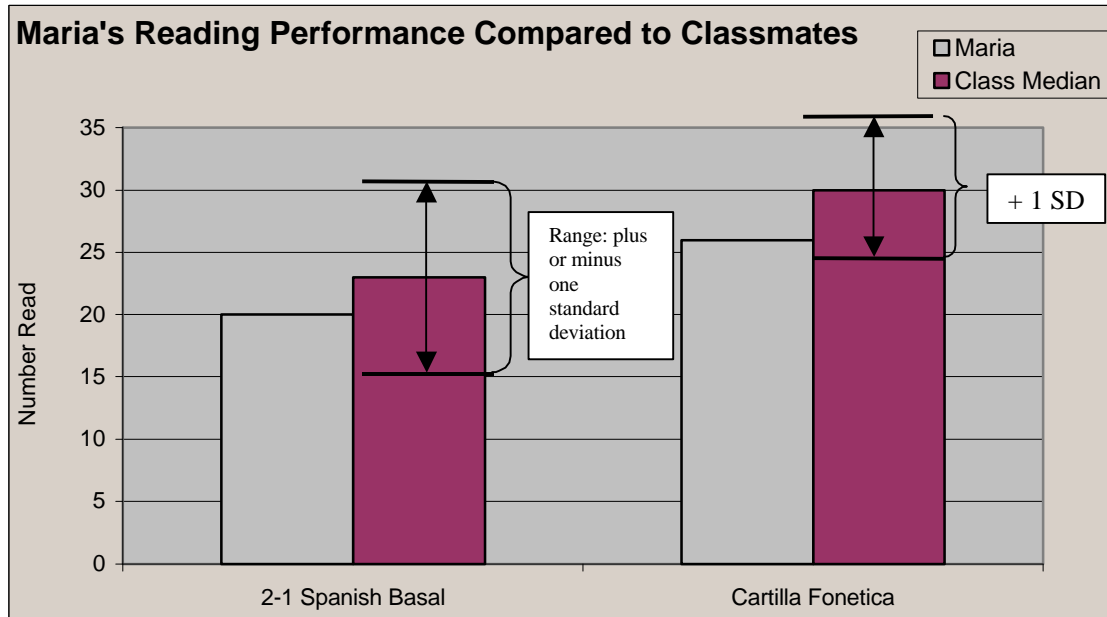
Several of Maria’s classmates have a very similar language and instructional history. Maria’s teacher identified students in her class that had similar histories and randomly selected seven of them to establish a local norm. She administered three CBA probes from the second grade book that she was using for instruction in her class (making sure to not use passages that students had already read). She also administered a page of randomly arranged vowel consonant pairs commonly used for Spanish reading instruction (Cartilla Fonética). Maria’s teacher had significant concerns about another student in her class, Anna, and decided to conduct CBA assessment with her.

Results

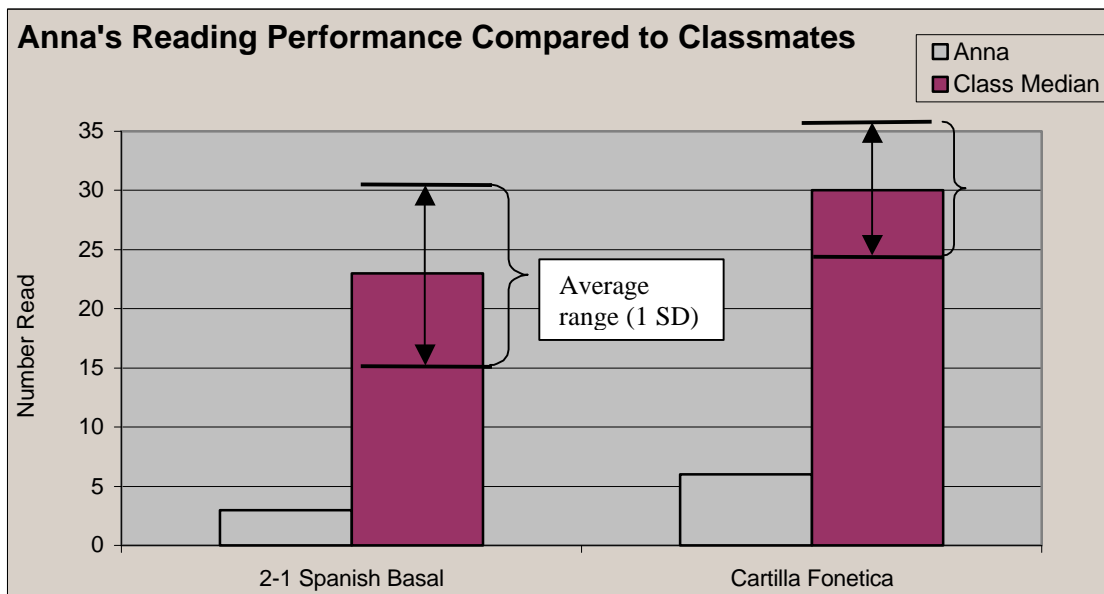
Results of the assessment revealed that Maria’s performance was not significantly different from that of her classmates. Furthermore, her teacher was able to see that many students in her class were struggling in the class materials and that they needed additional support and practice before they could read independently at that level. Maria and five other students had not yet mastered the basic components of Spanish words. This would be a target for direct instruction.

The graph below illustrates that Maria’s reading fluency and accuracy is similar to the median performance of the students she assessed. Maria’s performance on both assessments is within one standard deviation of the average performance of her classmates. In other words, her performance is not “atypical” for her class. Informal analysis of the data reveals that five other students performed at or below Maria on the

reading tasks.



Anna, on the other hand, exhibited basic reading skills that were very discrepant from other students in the classroom (see graph below). Her performance suggests that without significant intervention in reading she will continue to experience difficulties in language arts. Her teacher consulted with the building's intervention committee to design an individualized intervention and monitoring plan for Anna. Ongoing CBA monitoring would be used to evaluate her progress. Lack of progress would indicate the need for a more thorough evaluation to investigate the presence of an educational disability. CBA information would provide substantial evidence for or against the presence of a disability, as well as the nature of intervention required to address Anna's needs.



Case Example 3: The new student

Background

Jose is an 8 year old student who recently came to the United States from Puerto Rico and began attending Eagle Street Elementary School. Jose speaks little English and his new school has English as a Second Language (ESL) services but does not provide instruction in Jose's first language.

On the first day of school, Jose's teacher attempted to work with Jose and found that his conversational English skills were very limited. He did not read any words in even beginning of first grade English text. Jose was able to perform simple calculation skills that his teacher gave to him. He had difficulty understanding what was required when his teacher asked him to write about something. His teacher has many questions about Jose's ability to acquire academic skills in English. A primary question is whether or not Jose's academic skills were age appropriate in Spanish.

Assessment

Spanish CBA was conducted in reading, math and written expression to collect information about the skills that Jose was able to develop while attending school in Puerto Rico.

Results

Reading

When asked to read third grade Spanish text Jose read fluently and accurately (see table below). His teacher was able to conclude that Jose does not have a problem with reading decoding in Spanish. Once his English language skills develop he will be expected to make a fairly rapid transition into English reading.

Results of Jose's CBA Survey Level Assessment in Reading

| Text level | Fluency (CRW) | Accuracy (%CRW) | Challenge |
|-------------------|----------------------|------------------------|------------------|
| End of second | 68 | 96% | Mastery |
| Third | 50 | 89% | Instructional |

Written expression

Jose's teacher conducted a CBM writing assessment to measure Jose's ability to write a short story compared to his classmates. The entire class was asked to write a three minute story with a story starter. Jose wrote 25 correctly spelled words (76% accuracy), while the median performance in the class was 30 correctly spelled words with 78% accuracy (see table below). Jose used capital letters and periods and his story was imaginative and quite descriptive. His story had a logical sequence and he stuck to the story theme. Thus Jose appears to have developed some written expression skills. Jose's teacher decided that Joe's skills were not very different from other students in the classroom.

Table illustrating Jose’s writing compared to median class performance

| | | |
|-----------------------------|------------------|--------------------|
| | CSW in 3 minutes | % CSW in 3 minutes |
| Jose | 25 | 76% |
| Class median (middle score) | 30 | 78% |

CSW – correctly spelled words in 3 minutes

Math

Jose’s class is currently working on double-digit multiplication. Most students in the class have mastered double digit addition and subtraction requiring regrouping and single digit multiplication. Jose’s performance on the CBA math assessment indicated that he has mastered double-digit addition and subtraction but needs additional practice in his times tables. He has apparently not yet learned the steps necessary for double-digit multiplication. Through error analysis, his teacher was able to identify specific steps that Jose needs to learn in order to perform the skill successfully.

| Skill | Fluency (CD) | Accuracy (%CD) | Challenge |
|--------------------------------------|--------------|----------------|-------------|
| Addition/subtraction with regrouping | 45 | 95% | Mastery |
| Single-digit multiplication | 25 | 75% | Frustration |
| Double digit multiplicaton | 10 | 45% | Frustration |

Summary

The CBA reading, math and written expression screening provided information concerning basic skill acquisition during Jose’s previous schooling in Puerto Rico. Understanding his prior skill acquisition helps those working with him to know if he has academic proficiencies that he will be able to apply once his English language skills develop.

Advantages of this screening format include:

- Feasibility: Total screening time: approximately 25 minutes.
- Curriculum relevance: All skill observed were related to the third grade English curriculum. Furthermore, the Spanish assessment gathered information about basic skills that Jose had been taught in Puerto Rico.
- Structured format: The assessment used directions and tasks that could be understood by the student. His performance could be objectively observed.
- Easy to administer. The directions and nature of required responses were appropriate for an examiner who is fluent in Spanish but not necessarily a native speaker.

Weaknesses of the assessment

- Jose will be instructed in English, therefore the current assessment will not be used as a

baseline. CBA assessment in English would be useful for identifying current skills and monitoring Jose's progress in the English curriculum.

- Application of basic reading skills not assessed. While reading fluency and accuracy have a strong relationship with reading comprehension, assessment of Jose's ability to understand and apply what he has read would provide additional information.
- Non-normative. We do not have a clear sense of how a 'typical' student would have performed given Jose's background.