

# 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](http://www.interventioncentral.com).

### **Scoring**

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

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

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

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

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.