



1

Agenda

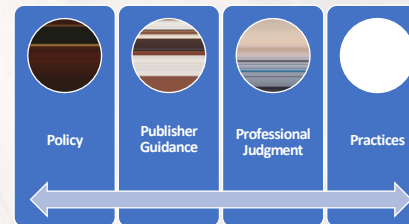
- Conducting a Comprehensive Evaluation – the law
- An Introduction to CBMs
 - What are they?
 - How have they been traditionally utilized in schools?
 - What are available?
- Integration of CBMs into a comprehensive assessment

2

C-SEP Definition and 4 Pillars

The **Core-Selective Evaluation Process (C-SEP)**, when used to identify specific learning disabilities (SLD) is an efficiently focused, data-driven professional judgment process informed by contemporary cognitive theory.

Specifically, guided by multiple sources of data and the focused referral question a targeted battery of tests are chosen as the foundation of a targeted/purposeful evaluation, anchored in the 4 pillars, integrated to assess the most salient features of SLD in order to comprehensively and efficiently describe an individual's unique **pattern of strengths and weaknesses (PSW)**.



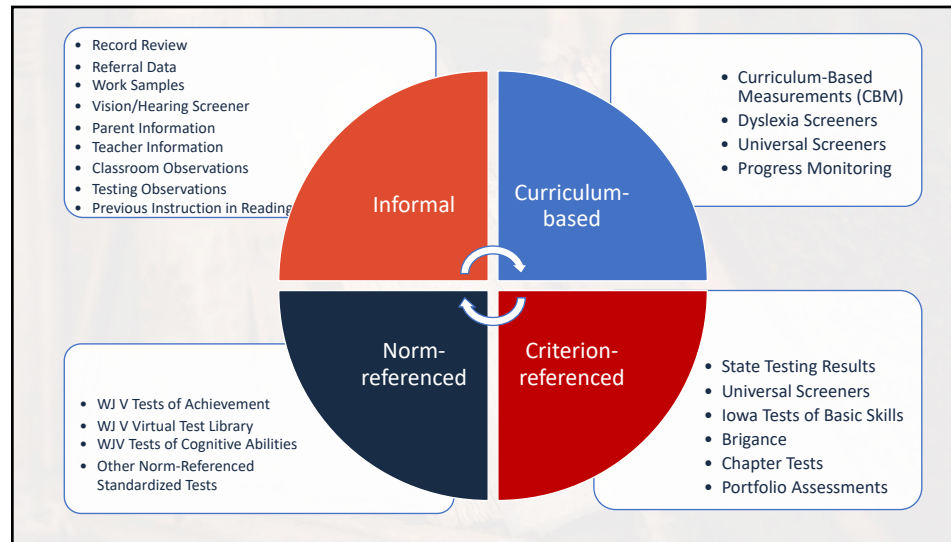
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Critical Steps of C-SEP



Eligibility Determination & Instructional Programming

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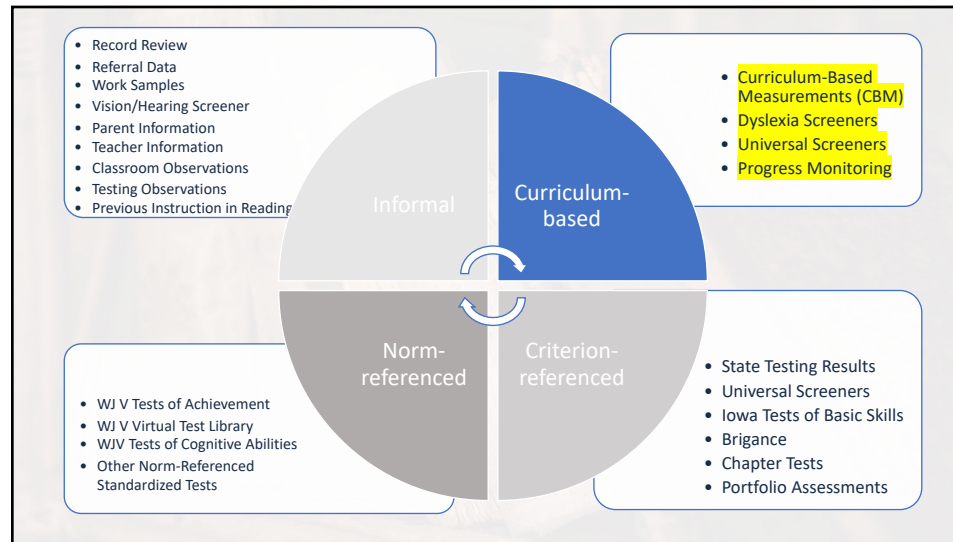


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Types of Assessments

- **Pre-Instruction (before instruction)**
Do learners possess pre-requisite knowledge/skills to achieve goal?
- **Formative (during instruction)**
Are learners progressing?
If yes, are they being adequately challenged?
If no, why not? Is it the pacing? The content? The instructional strategies?
- **Summative (upon completion of instruction)**
Did learners achieve desired instructional goal?
- **Diagnostic (during or upon completion)**
Why aren't/didn't students achieving the goal?

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Formative vs. Summative

Formative Assessment

- Ongoing assessments.
- Completed during the acquisition of a skill.
- Used to assist with instructional decision making.

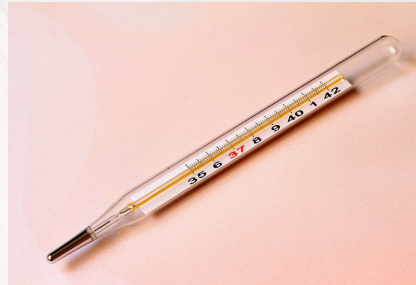
Summative Assessment

- Assessment that is completed at the conclusion of an instructional period to determine level of acquisition or mastery.
 - End of semester assessment
 - End of chapter tests

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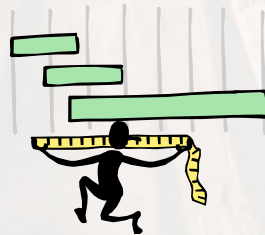
Curriculum Based Measurement (CBM)

CBM is a set of **standard simple, short-duration fluency measures of reading, spelling, written expression, and mathematics computation**. CBM was developed to serve as Dynamic Indicators of Basic Skills (DIBS) or general outcome indicators measuring “**vital signs**” of student achievement in important areas of basic skills or literacy. In other words, they are designed to function as “**academic thermometers**” to monitor students’ growth in important skills domains relevant to school outcomes (Shinn, 1998, Advanced Applications of Curriculum Measurement, pg. 1).



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Distinguishing Features of CBM



Standardized Measurement Procedures

Established technical adequacy of measures

Use of norms

Linked to a Problem-Solving Model

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What is a CBM?

- A method of screening & monitoring student educational progress through direct assessment of academic skills.

What does CBM Measure?

- CBM can be used to measure basic skills in reading, spelling, mathematics, and written expression.
- CBM can also be used to monitor readiness skills (i.e., letter and number recognition).

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How are CBM Utilized?

- When using CBM, the evaluator administers a brief, timed measure of academics (often referred to as "probes")
- Very quick to administer and easy to score; they can be administered several times a week
- A child's performance on a CBM probe is administered following standardized directions
- The probe is scored for speed or fluency and for accuracy of performance
- The results of each probe is used to make instructional decisions

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Overview of CBM Procedures

Curriculum Area	Timing	Procedure	Scoring Unit
Reading: Oral reading Fluency	1 min.	Individual	Words read correctly (CWPM)
Spelling	2 min.	Group or individual	Correct letter sequences
Math	2 min.	Group or individual	Correct Digits
Written Expression	3 min.	Group or individual	Total Words written Words spelled correctly Correct word sequences

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Reliability and Validity of CBMs

- One challenge for CBM is to decide what to measure, for instance content knowledge or basic skills (Chung, 2018).
 - The answer to this question naturally impacts the way that CBMs are designed and implemented.
- By comparison, multiple studies of CBM show they are reliable, while validity results vary. More research of the latter is needed (Chung, 2018).
 - Validity in previous reading research, for instance, has been hindered by independent research factors including conducting studies using different reading passages; different school setting; inconsistent typology of participants.

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General Advantages of CBM

- They are cost effective by comparison to other formal evaluations.
- CBMs can be administered across an entire school year.
- Students are given standardized probes at regular intervals (weekly, bi-weekly, monthly) to produce accurate and meaningful results that teachers can use to quantify short- and long-term student gains toward end-of-year goals (Fuchs & Fuchs, 2011: 2).
 - Instruction can be tailored to meet the needs of each student.
- Allows teachers to compare students within a classroom or at the school or district level (Fuchs & Fuchs, 2011: 1).

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Traditional Uses of CBM

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CBMs as Universal Screenings

- Typically, CBM are used to assess class-wide performance in academics.
- Identify students who are struggling.
- Determine whether curriculum is the problem.
- Class-wide or student problem
- Motivational or True Deficit (Can't do/Won't do)

Stephens & Pethick, 2010

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Classwide Probe Data Record Form

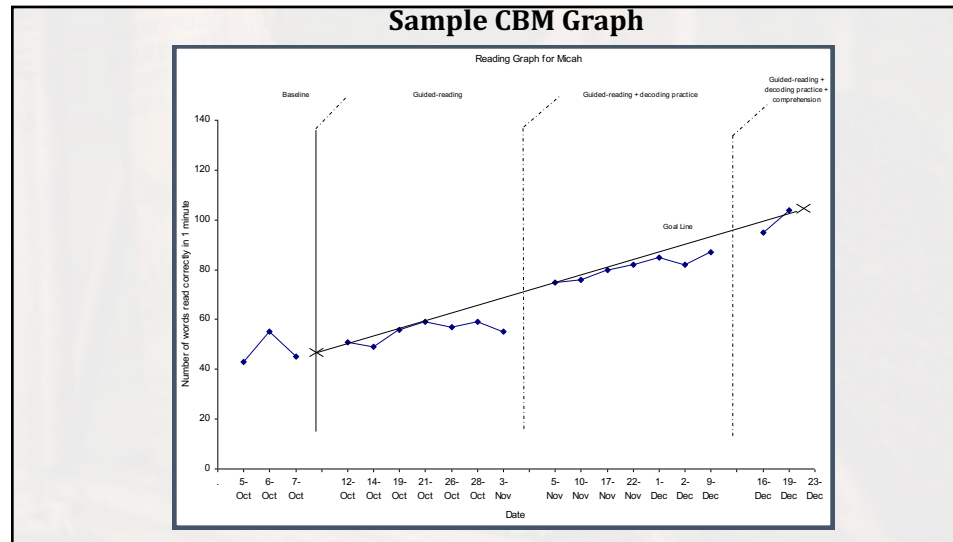
SCHOOL _____ CLASSWIDE SCREENING DATE _____ CANT/ WONT SCREENING DATA _____

TEACHER _____ GRADE **1st**

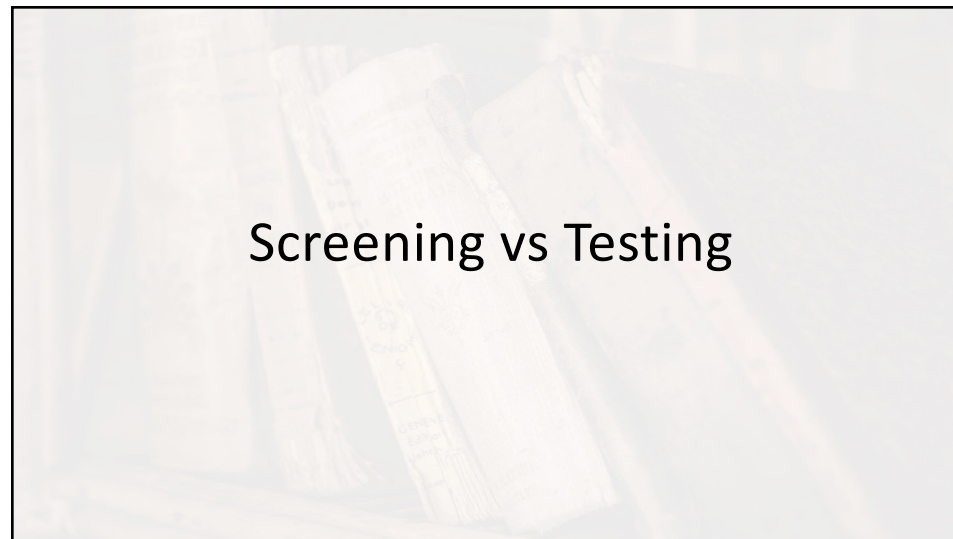
2 minute timing Math Instructional Range Grades 1-3 = 20-39 4+ = 40-79				3 minute timing Writing Instructional Range Grade 1 = 15 4 = 41 2 = 28 5 = 49 3 = 37 6 = 53				1 minute timing Reading Instructional Range Grades 1-2 = 40-60 3+ = 70-100				WORKSPACE DECISIONS				
Students	Math	Can't Work	Classwide problem: x _ yes _ no	Writing	Can't Work	Students	Reading	Can't Work	Classwide problem: x _ yes _ no	Reading	Can't Work	STUDENTS NEEDING CANT / WONT ASSESSMENT	math	writing	reading	Refer
Classwide problem: x _ yes _ no	Median		Median			Classwide problem: x _ yes _ no	Median		Median							
1 Thomas	46		Jessica	38		Keshia	67									
2 Sophia	46		Sekera	35		Jeannie	62									
3 Jessica	43		Kaoshia	35		Jessica	59									
4 Sebastian	40		Amber	25		Sebastian	56									
5 Amber	38		Jeannie	24		Amber	45									
6 Jeannie	34		Sophia	19		Sophia	45									
7 Tremaine	31		Kayla	17		Casey	44									
8 Kaoshia	30		Devin	17		Amanda	41									
9 Sakera	28		Thomas	16		Meghan	34									
10 Devin	26		Casey	16		Kayla	33									
11 Lauren	26		Lauren	15		Ziyad	31									
12 Jerome	24		Ziyad	14		Cassie	31									
13 Hector	24		Sebastian	13		Lauren	23									
14 Kayla	21		Adam	9		Irian	25									
15 Casey	19		Meghan	7		Derrick	22									
16 Irian	17		Amanda	7		Tremaine	22									
17 Derek	17		Tremaine	7		Jerome	22									
18 Adam	16		Jerome	6		Thomas	18									
19 Clintele	16		Clintele	5		Devin	17									
20 Meghan	15		Irian	4		Sakera	9									
21 Ziyad	14		Derek	3		Clintele	6									
22 Cassie	10		Cassie	3		Hector	2									
23 Amanda	8		Hector	1		Adam	2									
24																

Comments:

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Screening vs. Evaluation

(International Dyslexia Association, 2019)

CHARACTERISTICS	SCREENING	TESTING (Evaluation)
Time Involved	Brief; Administered individually or in a group	Lengthy; Administered individually
Characteristics	Criterion Referenced; Curriculum based measures; Arbitrary cut-off points	Norm Referenced; standardized based on standard scores, percentiles, grade/age based equivalencies
Focus	Specific skill areas	Extensive assessment of functioning (cognitive, academic, linguistic, motoric, behavioral)
Administrator	Teachers	Trained specialist (School Psychologist, LDT/C, Speech Language Therapist)
Reason	Determine students who are at risk and in need of general education remediation	Identify strengths and weaknesses within profile in order to determine classification for special education placement and services

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CBM and CBA

Curriculum-Based Measurement

- Short screening probes (measures) representing the grade level curriculum
- Standardized procedures
- Technical Adequacy
- Use of norms
- Fluency measures
- General Outcome Measures
- Type of formative assessment

Curriculum-Based Assessment

- Mastery Measurement
- Using content from the currently used curriculum to assess student progress.
- Usually given at the end of an instructional period
- Summative
- May or may not be valid
- Benchmarks given using old released STAAR

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Additional Value of CBMs

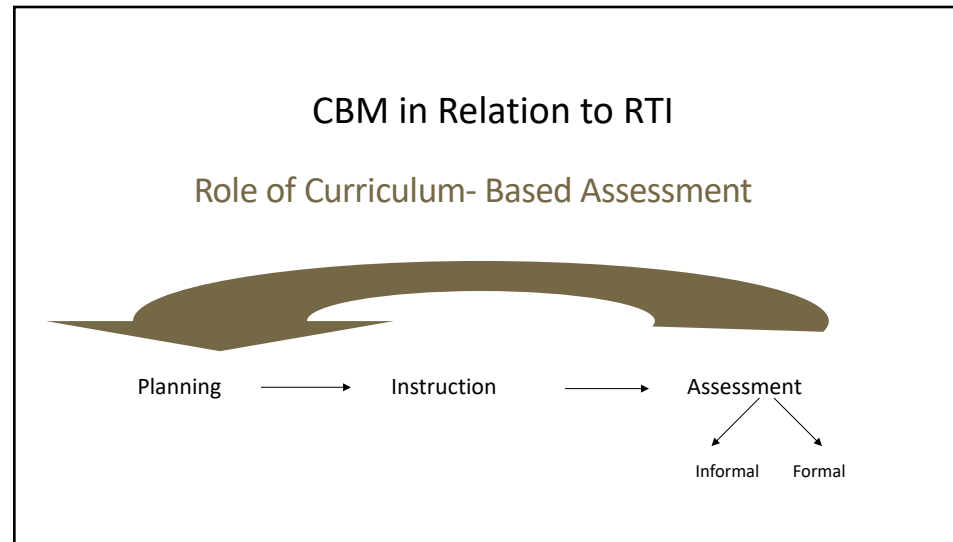
- Show parents student progress.
- Allows students to see their progress and may encourage them to keep progressing.
- Show other school personnel how a particular intervention is functioning or to transmit referral information on a particular child.

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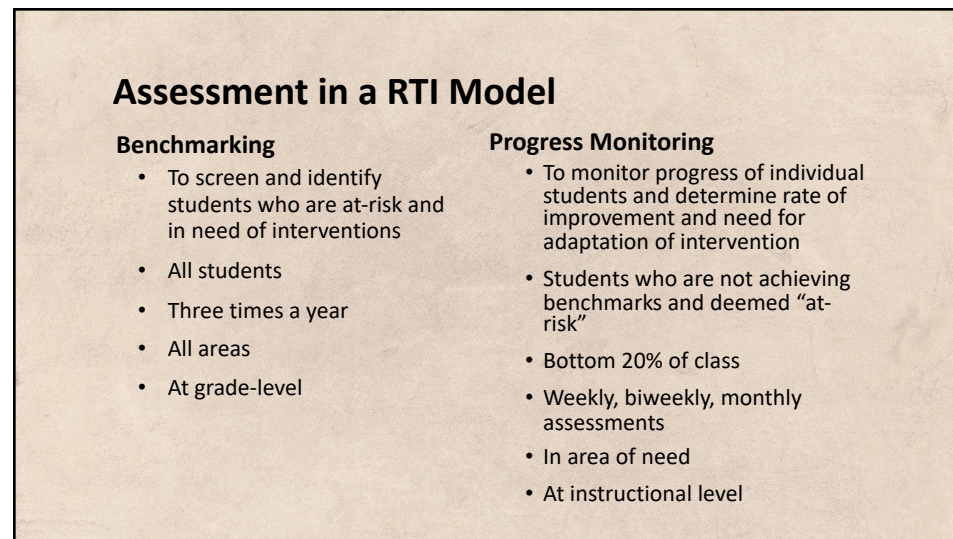
CBM and Academic Performance

- Has the ability to rapidly predict whether an intervention is working or needs to be adjusted.
- By monitoring students on a regular basis, teachers can make necessary changes in instruction.
- Research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions often achieve significantly higher rates of student learning than those who rely on traditional assessment measures.
- If data is collected on a twice-weekly schedule, instructional decisions can be made approximately every four to 6 weeks.

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Frequency of CBM Assessment?

- **Benchmarking** / Norming (Summative)
 - 1x Quarter for all students
- **Progress Monitoring** (Formative)
 - 1x Week for at-risk & students with disabilities
 - 1x Month for typically developing students
 - 1x Quarter for above average students

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Probing

- CBM “probes” are relatively brief and easy to administer.
- The probes are administered using the same methods every time.
- Each probe is a different test, but the probes assess the same skills at the same difficulty level.
- The reading probes have been prepared by researchers or test developers to represent curriculum passages and to be of equivalent difficulty from passage to passage within each grade level (Fuchs & Fuchs, 2011: 2).

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Progress Monitoring

Benefits of Progress Monitoring

- Parents and students know what is expected
- Teachers know what is working or not working with their instruction based on data
- Easy to understand way to show parents' progress
- Teams have comprehensive data on student performance for decision making

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Progress Monitoring Recommendations

- Progress monitoring should occur monthly to (Fuchs & Fuchs, 2011: 1):
 - Estimate rates of improvement,
 - Identify students who are not demonstrating adequate progress and therefore require additional or alternative forms of instruction; and/or
 - Compare the efficacy of different forms of instruction and thereby design more effective, individualized instructional programs for problem learners.

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Integrating CBM in a Comprehensive Assessment

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Importance of Integrating MSD

- CBM provide information regarding strengths and weaknesses, however, more formal assessment is necessary to provide better diagnostic information.
- Data from a variety of sources (e.g., class tests, work samples, observations, etc.) must be collected and merged to make accurate decisions.
- “Collecting information about the examinee’s educational history, including any accommodations, services, and specialized instruction received, is important for ruling out insufficient instruction as a primary cause of academic difficulty” (Breux & Eichstadt, 2019: 4).

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THE DYSLEXIA HANDBOOK
PROCEDURES CONCERNING DYSLEXIA
AND RELATED DISORDERS
2024 UPDATE

TEXAS STATE BOARD OF EDUCATION
 AUGUST 2024

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Screener Criteria

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in Figure 2.2 below.

Figure 2.2. Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
• Letter Sounds Knowledge or Letter Naming Fluency • Phonological Awareness	• Word Reading Accuracy or Fluency • Phonological Awareness

SCREENER CRITERIA

DYSLEXIA HANDBOOK, 2024

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While the selected screening instrument will be expected to measure each of the skills identified above, it is important that individuals who administer the screening instrument document student behaviors observed during the administration of the instrument. A list of behaviors that may be observed during the administration of the screening and which should be documented are included in Figure 2.3 below.

Figure 2.3. Student Behaviors Observed During Screening

- Lack of automaticity
- Difficulty sounding out words left to right
- Guessing
- Self-correcting
- Inability to focus on reading
- Avoidance behavior

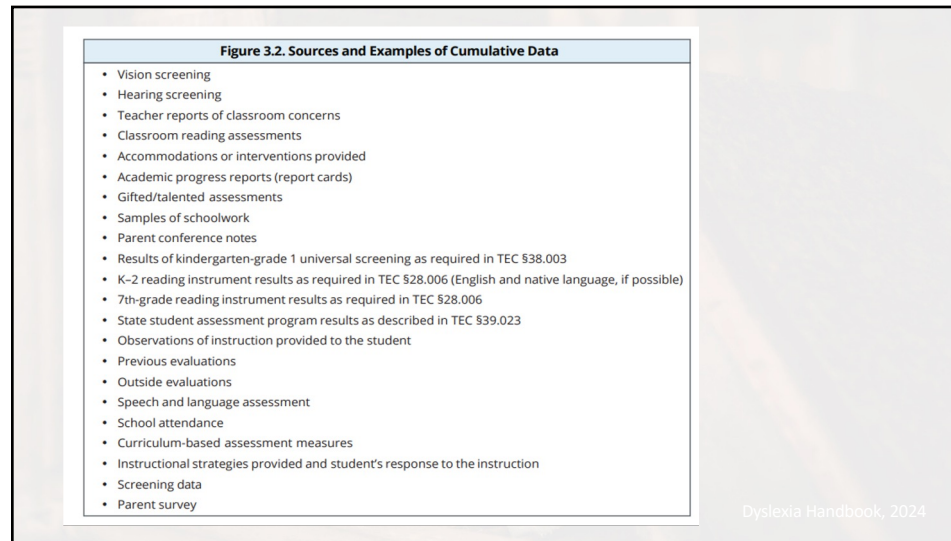
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Figure 2.4. Sources and Examples of Screening Data

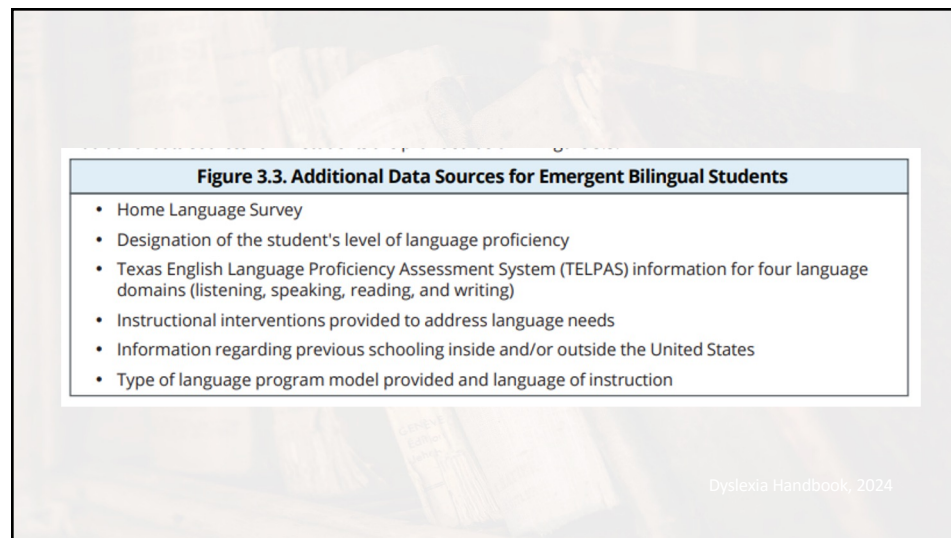
Quantitative Information	Qualitative Information
Results of— • Current screening instruments • Previous screening instruments • Formal and informal classroom reading assessments • Additional brief and targeted skill assessments	• Observations of student during screening (See Figure 2.3, Student Behaviors Observed During Screening) • Other observations of student progress • Teacher observations • Parent/guardian input (e.g., family history, early language skills) • Current student work samples • Work samples from earlier grade(s) • Intervention history

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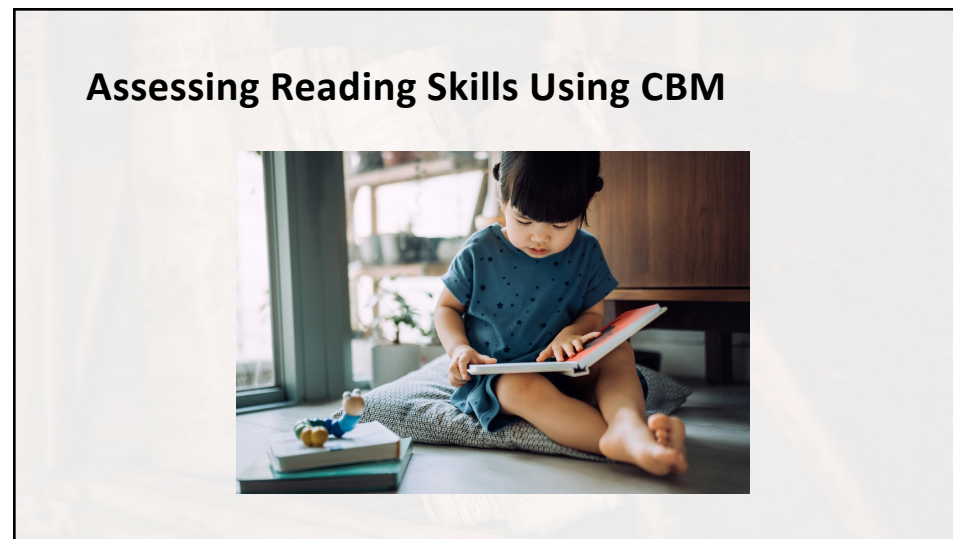


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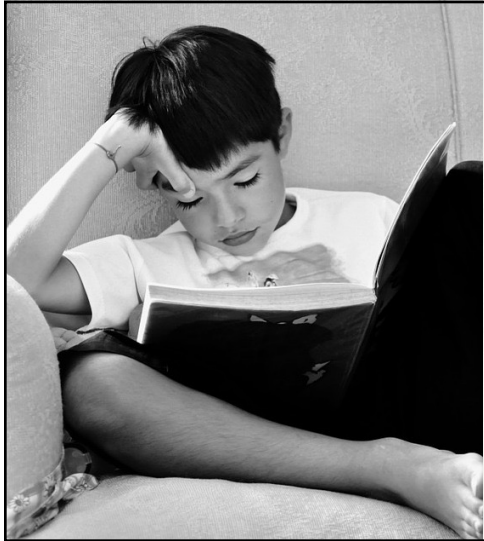
Figure 3.4. Areas for Evaluation		
Academic Skills	Cognitive Processes	Possible Additional Areas
• Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling	• Phonological/phonemic awareness • Rapid naming of symbols or objects	• Vocabulary • Listening comprehension • Verbal expression • Written expression • Handwriting • Memory for letter or symbol sequences (orthographic processing) • Mathematical calculation/reasoning • Phonological memory • Verbal working memory • Processing speed

Dyslexia Handbook, 2024

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Consider....

- An estimated 90% of all children identified as learning disabled are referred for special education evaluation due to reading problems (Kavale & Forness, 2000)

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CBM Reading

- Not interested in making a child read faster
- Interested in children becoming better readers
- A CBM score is an overall indicator of reading competence
- Students who score high on CBM
 - Are better decoders
 - Are better at sight vocabulary
 - Are better comprehenders
- Correlates highly with high-stakes tests (at lower grade levels)

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Common Reading Measures

Letter-
Naming
Fluency

Letter-Sound
Fluency

Nonsense
Word
Fluency

Word
Identification
Fluency

Oral Reading
Fluency

Maze Fluency

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DIBELS 8 As One CBM Example

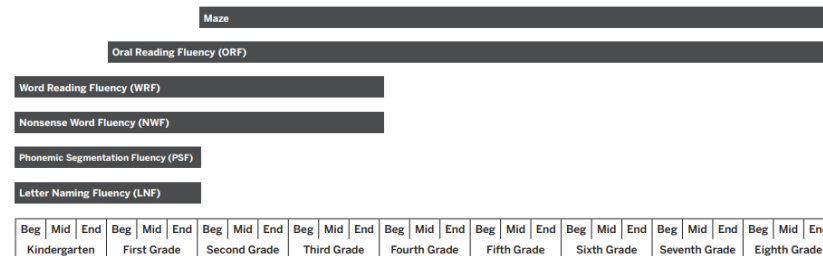


Figure 1.1 DIBELS 8th Edition Timeline of Subtest Availability by Grade

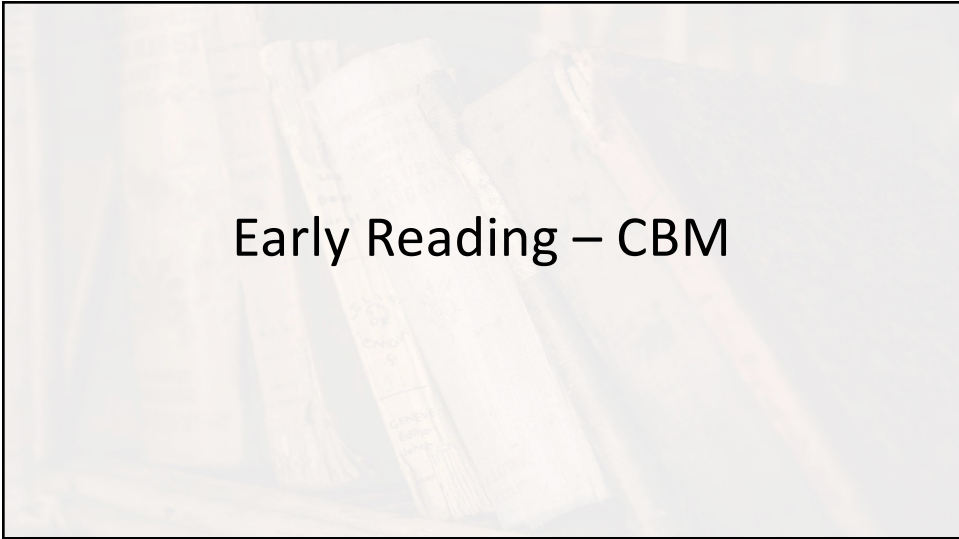
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WHY IS FLUENCY SO IMPORTANT in READING?

- Comprehension limited by labored, inefficient reading (*working memory*).
- Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension (*self-perpetuating*).
- “There is no comprehension strategy that compensates for difficulty reading words accurately & fluently.” (*Torgeson, 2003*).

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Early Reading – CBM

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Letter-Naming Fluency 1-minute timing

t r c g T M B G s v
 N U e p A D f C H a
 y P F d b R j n l x
 i m S O o u E L h k
 N j r b x e u A H o
 p S L n k M U s g P
 i m T D a f I B h v
 E G d y R F t c C O
 o r m k h v t p c e
 g d b s i f a u n y

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DIBELS 8th Edition
Benchmark 1.1.1 Letter-Naming Fluency

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Phonemic Segmentation Fluency 1-minute timing

DIBELS 8th Edition Phonemic Segmentation Fluency		Progress Monitoring PSF K.1
Examiner script I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say "stop," you would say "st" for "stop." If I say the word "cat" you would say "c" for "cat." Let's try one (1 second pause). Tell me the sounds in "sun." Tell me any sounds you hear.		Examiner After you give the first word, Start timer Prompt: Student hesitates: wait 3 seconds; give the next word, score the missed word as incorrect. Discontinue: Student does not get any sounds correct in the first 5 words; discontinue PSF.
Correct Student says "s" for "sun." Incorrect Student gives any other response	Very good. The sounds in "sun" are "s" for "sun." The sounds in "sun" are "s" for "sun." Your turn. Tell me the sounds in "sun." Tell me any sounds you hear.	
OK, here is your first word.		
bee /b/ /ee/	no /n/ /O/	bar /b/ /ar/ /r/
day /d/ /ay/	all /a/ /l/	in /i/ /n/
gave /g/ /av/ /v/	road /r/ /O/ /d/	path /p/ /a/ /th/
with /w/ /i/ /th/	full /f/ /u/ /l/	wood /w/ /oo/ /d/
stay /s/ /t/ /ay/	then /th/ /en/	well /w/ /el/
sky /s/ /k/ /y/	red /r/ /e/ /d/	mean /m/ /ee/ /n/
tone /t/ /o/ /ne/	none /n/ /o/ /n/	make /m/ /ay/ /k/
face /f/ /ay/ /s/	light /l/ /ay/ /t/	got /g/ /ot/
head /h/ /ee/ /d/	carry /k/ /ay/ /ry/	right /r/ /ay/ /t/
win /w/ /ay/ /n/	appear /ay/ /p/ /ear/	then /th/ /en/
		Total Correct _____

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1-minute timing

sep	rop	lan	tup	nen
het	dem	som	tig	nup
tum	nep	nop	lun	hon
lut	nem	san	dut	nin
dit	sem	rin	nam	fon
reg	yan	yed	tud	dib
fet	yit	fem	rud	seg
pom	pim	mem	dap	nud
teb	hib	sud	pid	gim
gid	seb	vad	mig	yom
wap	yad	lem	yun	reb
vom	wod	fub	mip	wum
yod	vut	wid	wem	kun
kom	pag	wim	dob	bim
vid	vun	yab	pob	vot

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DBCLS 8th Edition
Benchmark NWT Kindergarten Region

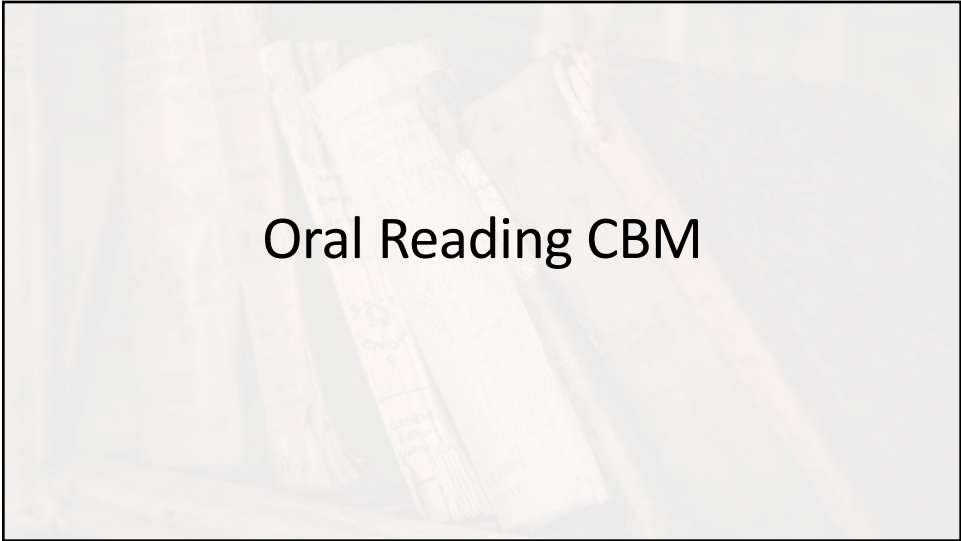
1-minute timing

DIBELS 5 Edition Word Reading Fluency		Progress Monitoring WRF K-1				
Examiner script	Reminders	Start timer	When student says the first word			
Please read from this list of words (Point to the student texts).		Points	Student hesitates less than 1 second; gives correct word; says the word correctly; and says "Keep going" mark the second word is incorrect.			
Point to each point to the first word and go across the page (point to each across the page).		Decommission	Student does not get word within correct window within the first time (5 words) within the first time (5 words)			
When I say "Begin," point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.						
not	for	with	if	(10)		
that	it	at	at	(11)		
no	a	the	they	(18)		
said	once	bad	got	went	(30)	
one	poor	day	white	day	(31)	
off	voice	sound	front	five	(36)	
home	take	land	left	up	(38)	
fire	half	could	cut	their	like	(40)
write	less	man	cut	strong	four	(44)
know	out	hear	good	march	(50)	
point	list	name	sure	give	(58)	
field	years	so	right	the	(60)	
mean	life	first	late	third	(61)	
did	saw	size	needs	me	(70)	
why	tried	done	call	age	(78)	
work	new	old	put	time	(80)	
best	am	old	two	move	(88)	

Total Correct _____

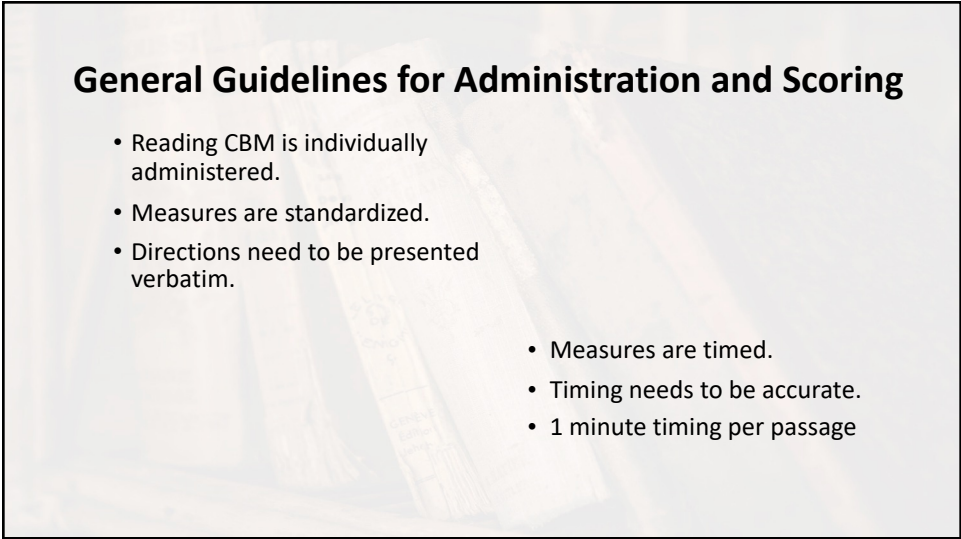
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Oral Reading CBM

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General Guidelines for Administration and Scoring

- Reading CBM is individually administered.
- Measures are standardized.
- Directions need to be presented verbatim.
- Measures are timed.
- Timing needs to be accurate.
- 1 minute timing per passage

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Reading Passages - Administration

- Materials:
 - 1 un-numbered passage (student copy)
 - 1 numbered copy of passage (examiner copy)
 - Timer
 - Pencil for examiner (for marking incorrect words and stopping place)



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The Ant Hill

Dad and I took a hike in the woods. We walked for a long time and stopped to take a rest. We sat down on a log and had a drink of water. A big hill was nearby.

Dad said, "Look, there's an ant hill."

I walked up to the hill and took a closer peek. At first it looked just like a dirt hill. Then I noticed a few ants running around. I looked closer. I saw little ants carrying pieces of mushroom. The pieces were almost as big as the ants.

"What are they doing, Dad?" I asked.

"They're taking food inside the hill. They probably have thousands of ants to feed inside," Dad said, "Watch this." He gently poked a twig into a small hole on the hill. All of a sudden, many ants came out.

"The ants are on alert, trying to protect their hill," he said.

I bent down to look closer. Some ants climbed on my shoes.

"We better leave now," Dad said. Dad and I walked and walked until we were home. Now whenever I see one ant, I stop and think about the city of ants they might be feeding and protecting.

DIBELS Oral Reading Fluency
© 2007 Pearson Assessment Group, Inc.

Progress Monitoring 1
Revised 10/2012

DIBELS™ Oral Reading Fluency (DORF)

Examiner shows reading passage to student. Student reads the passage.

Score: Number of words read correctly in 1 minute.

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Oral Reading Fluency (ORF)

1-Minute timed measure of reading fluency

Score = the number of words read correctly

Progress Monitoring Probe 1 DIBELS™ Oral Reading Fluency

The Bakery	
Light crept through the bedroom window and woke Josh up.	10
At first he was a bit disoriented and did not recognize the room,	23
but he quickly remembered where he was. Yesterday had been	33
moving day, and this was his new home.	41
"Today, I'll explore my new neighborhood and, with any	50
luck, I'll make some friends," he said to himself.	59
Josh jumped out of bed and pushed open the window. He	70
stretched and took a long, deep breath, and that's when he	81
noticed it. The air was filled with the most wonderful aroma.	92
"I've got to find out where that incredibly delicious smell is	103
coming from!" exclaimed Josh, as he threw on his clothes and	114
ran down the stairs.	118
In the kitchen, his stepmother and dad were conversing about	128
their plans for the day over breakfast.	135
"Did you notice that wonderful aroma?" his stepmother	143
asked.	144
"Absolutely," replied Josh, "and I'm going to investigate	152
where it's coming from as soon as I finish breakfast."	162
"That's not necessary," Dad said, "because I can tell you it's	173
the smell of fresh bread from a nearby bakery. In fact, I bought	186
these breakfast muffins there just a little while ago. You should	197
stop by and introduce yourself. Mr. Lee, the baker, really wants	208
you to meet his son."	213
After he had devoured his breakfast, Josh ambled down the	223
sidewalk toward the bakery. He found it at the corner where his	235
street intersected the main road. Inside the bakery, Josh saw a	246

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Reading – Administration Continued

- Directions:
 - Place the un-numbered copy in front of the student.
 - Place the numbered copy in front of you.
 - Use these specific directions for each passage:

When I say 'begin,' start reading aloud at the top of this page. Read across the page (demonstrate by pointing). Try to read each word. If you come across a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions?

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Reading – Administration Continued

- Say “begin” and start your stopwatch after the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
- Follow along on your copy. Circle all words read incorrectly.
- If a student stops or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect.
- At the end of one minute, place a slash mark (/) after the last word read and say, “stop.”

57

We heard sirens. The policemen asked everyone to	8
step back onto the curb. Everyone was pushing to be	18
up front. They almost knocked over my little brother	27
who was sitting up on the ladder. Then the horses came.	38
I heard the music of the bands. My heart felt funny when	50
the drummer hit his drum. The king passed on his float	61
and I yelled for him to throw something to me. He did	73
not hear me. Each time a float passed, I screamed to the	85
people and waved my hands. Finally, a man in a purple	96
yellow, and green mask threw a handful in my direction.	106
They landed on the ground behind me.	113

58

We **heard** sirens. The policemen asked **everyone** to
step back onto the **curb**. Everyone was pushing to be
up front. They almost **knocked** over my little brother
who was sitting **up** on the ladder. Then the horses came.
I heard the music of the bands. My heart felt funny when
the drummer hit his drum. The king passed on his float
and I yelled for him to throw something to me. He did
not hear me. Each time a float passed, I screamed to the
people and waved my hands. Finally, a man in a purple
yellow, and green mask threw a handful in my direction.
They landed on the ground behind me.

Total # of words read	=	58
Total # of errors	=	-5
Total # of words read correctly		53

Reading Comprehension – CBM

Maze Passages

MAZE - CBM

A measure of Reading
Comprehension that requires the
student to supply a missing word in a
passage

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Maze Selection

- For maze selection, students read silently from a passage in which every seventh word is deleted and replaced with a multiple-choice item consisting of the correct answer and two distractors.
- Students select words that restore meaning to the story in the text. The time given is usually 2 to 3 min, although, again, time varies across studies.
- Either correct or correct-minus-incorrect choices is scored. To control for guessing, scoring stops after three consecutive incorrect choices. (Chung, 2018)

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CBM Maze Fluency

Maze Student copy

2.5 Minute timing

Students receive 1 point for each correct answer

Scoring is discontinued if 3 consecutive errors are made

THE CAVE TRIP

Mrs. Jones said that Cindy's class [was/step/hill] going on a field trip. The [stare/class/green] of third graders had never been [be/on/so] a field trip before. Cindy was [bed/went/very] excited. Mrs. Jones said that the [class/chair/peach] was going on a field trip [at/to/is] see the caves up in the mountains. [Show/And/The] class had been studying about caves [for/sad/kill] the last few weeks. Cindy [wet/and/ill] her classmates had seen pictures of [shout/caves/sing]. Now, they were going to see [a/are/or] real cave.

A week later, the students [then/her/and] Mrs. Jones climbed onto a bus [four/that/dime] would take them to [and/the/sat] cave. It was early in the morning [sit/tap/and] the air was chilly. Mrs. Jones [got/sat/had] warned all of the students to [bring/pillow/horse] a sweater because the air might [be/to/it] chilly in the cave. Cindy was [work/jump/very] glad that she had brought her sweater.

[Rain/Halt/The] bus driver started the engine and [the/was/got] bus began to roll. The bus [rolled/mother/girls] along the freeway. Finally the bus [lather/coffee/pulled] onto a little country road that [ate/led/pear] to the cave.

When the students arrived at the [goat/math/cave], all they could [see/kite/lot] was a mountain with a big [toys/trees/black] hole in the side. A

63

Maze CBM

The Time Capsule

One day, when they were both nine, Millie and Pete made a time capsule. They filled an old metal box [or/rust/with] stuff and buried it in a [secret/total/united] place.

Two years passed. So much [delivered/happened/questioned] in the world and in their [bikes/lives/pets] since they put that metal box [due/in/of] the ground. Millie grew three inches. Pete [got/led/paid] a dog. Millie's dad found a [new/red/used] job and bought a new car. [Nor/Slow/They] both began writing to pen pals [and/in/top] foreign countries.

Now seemed like a [good/pure/fun] time to dig up the time capsule [capsule/discuse/watch]. They wanted to compare how they [owned/ran/were] at eleven

Keep going ►

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ORIEL 3.0a Edition
Program Monitoring Maze 3.1

to how they used [her/near/to] be when they were nine. Then [ate/some/they] would sit down together and write [letters/snacks/speakers] to their new foreign friends, describing [made/rainy/their] progress on various life goals. Millie [fixed/saved/told] Pete that she had forgotten just [also/many/they] put into the time capsule. [Here/Who] remembered a few things, she was [alone/but/sure], but not all. It would be [blackening/connecting/surprising] to open it and find out [hurt/noise/what] was in it. Pete said that [all/he/son] could not remember exactly what they [ate/had/used] put into the box, either. He [meant/mixed/said] it might feel strange to see [before/error/these] things that they had not seen [in/more/not] two years.

Millie found her old [beach/music/shoe] sand castle set in the back

Keep going ►

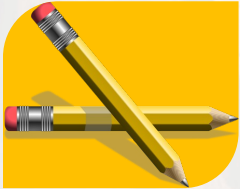
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Page 5

ORIEL 3.0a Edition
Program Monitoring Maze 3.1

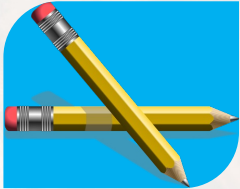
64

Written Expression - CBM

Spelling



Writing



Examples of Curriculum-Based Measurement Probes | 13

Sample Written Expression Curriculum Measurement Probes

The following information regarding how to make curriculum probes in Written Expression are taken from *Curriculum-Based Measurement: A Manual for Teachers* by Jim Wright, School Psychologist in Syracuse City Schools. This resource may be found at www.interestedcentral.org.

DESCRIPTION

CBM Writing probes are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence or partial sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, and then spend 3 minutes writing the story. The examiner collects the writing sample for scoring. Depending on the preference of the teacher, the writing probe can be scored in several ways.

MATERIALS NEEDED FOR GIVING CBM WRITING PROBES

- Student copy of CBM writing probe with story-starter
- Stopwatch
- Pencils for students

CREATING A MEASUREMENT POOL FOR WRITING PROBES

Since writing probes are essentially writing opportunities for students, they require minimal advance preparation. The measurement pool for writing probes would be a collection of grade-appropriate story-starters, from which the teacher would randomly select a story-starter for each CBM writing assessment. Writing tasks are often good sources for lists of story-starters; teachers may also choose to write their own.

PREPARING CBM WRITING PROBES

The Teacher selects a story-starter from the measurement pool and places it at the top of a lined composition sheet. The story-starter should avoid wording that encourages students to generate lists. It should also be open-ended, requiring the writer to build a narrative rather than simple to write down a "Yes" or "No" response.

14 | Examples of Curriculum-Based Measurement Probes

Sample Written Expression Curriculum Measurement Probes—continued

CBM Written Language

Name _____ Grade _____ Date _____

One day, I was out sailing. A storm carried me far out to sea and wrecked my boat on a desert island.

The CBM writing probe in above is a good example of how such a probe might appear. This particular probe was used in a 5th grade classroom.

ADMINISTRATION OF CBM WRITING PROBES

The examiner distributes copies of CBM writing probes to all the students in the group. (Note: These probes may also be administered individually). The examiner says to the students:

I want you to write a story. I am going to read a sentence to you first, and then I want you to write a short story about what happens. You will have 1 minute to think about the story you will write and then have 3 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... [insert story-starter]. The examiner starts the stopwatch.

At the end of 1-minute, the examiner say "Start writing".

While the students are writing, the examiner and any other adults helping in the assessment circulate around the room. If students stop writing before the 3-minute timing period has ended, monitors encourage them to continue writing.

After 3 additional minutes, the examiner says, "Stop writing". CBM writing probes are collected for scoring.

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Scoring Writing Samples

1. Total words—The examiner counts up and records the total number of words written during the 3-minute writing probe. Misspelled words are included in the tally, although numbers written in numeral form (e.g., 5, 17) are not counted. Calculating total words is the quickest of scoring methods. A drawback, however, is that it yields only a rough estimate of writing fluency (that is, of how quickly the student can put words on paper) without examining the accuracy of spelling, punctuation, and other writing conventions. The CBM writing sample below was written by a 6th grade student:

CBM writing sample scored for total words

I woud drink water from the ocean.....07
and I woud eat the fruit off of.....08
the trees. Then I woud built a.....07
house out of trees, and I woud.....07
gather firewood to stay warm. I.....06
woud try and fix my boat in my.....08
spare time.....02
Word total =.....45

Using the total-words scoring formula, this sample is found to contain 45 words.

2. Total letters—The examiner counts up the total number of letters written during the 3-minute probe. Again, misspelled words are included in the count, but numbers written in numeral form are excluded. Calculating total letters is reasonably quick operation. When compared to word-total, it also enjoys the advantage of controlling for words of varying length. For example, a student who writes few words but whose written vocabulary tends toward longer words may receive a relatively low score on word-total but receive a substantially higher score for letter-total. As with word-total though, the letter-total formula gives only a general idea of writing fluency without examining a student's mastery of writing conventions. When scored according to total letters written, our writing sample is found to contain 154 letters.

CBM writing sample scored for total letters

I woud drink water from the ocean.....27
and I woud eat the fruit off of.....24
the trees. Then I woud built a.....23
house out of trees, and I woud.....23
gather firewood to stay warm. I.....25
woud try and fix my boat in my.....23
spare time.....09
Letter total =.....154

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Scoring Writing Samples

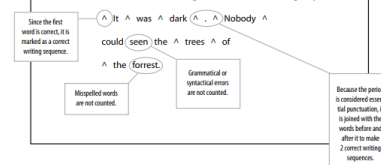
3. Correctly Spelled Words—The examiner counts up only those words in the writing sample that are spelled correctly. Words are considered separately, not within the context of a sentence. When scoring a word according to this approach, a good rule of thumb is to determine whether—in isolation—the word represents a correctly spelled term in English. If it does, the word is included in the tally. Assessing the number of correctly spelled words has the advantage of being quick. Also, by examining the accuracy of the student's spelling, this approach monitors to some degree a student's mastery of written language. Our writing sample is found to contain 39 correctly spelled words.

CBM writing sample scored for correctly spelled words

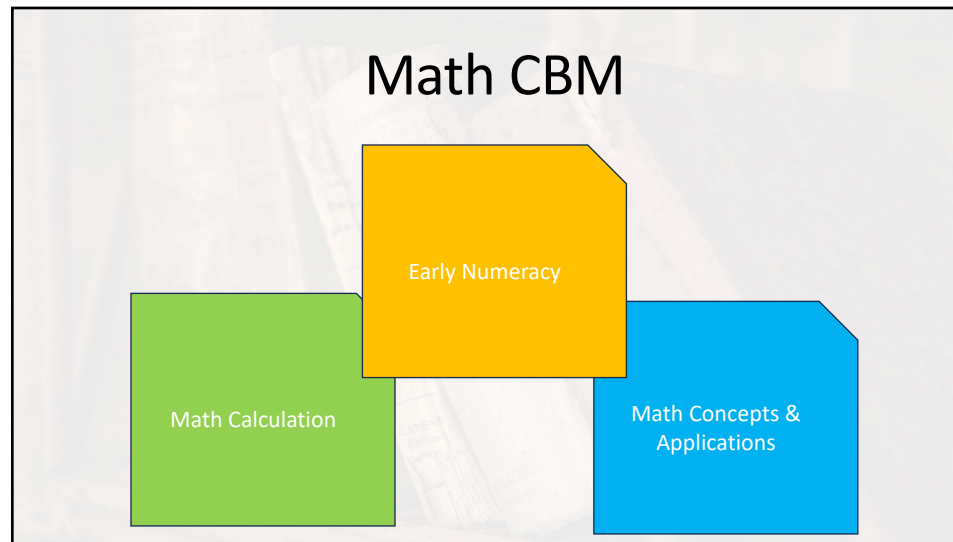
I woud drink water from the ocean.....06
and I woud eat the fruit off of.....07
the trees. Then I woud built a.....05
house out of trees, and I woud.....06
gather firewood to stay warm. I.....06
woud try and fix my boat in my.....07
spare time.....02
Correctly spelled words total =.....39

4. Correct Writing Sequences—When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is used to mark the presence of a correct writing sequence.

An illustration of selected scoring rules for correct writing sequence



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Early Numeracy – CBM

Quantity Discrimination (QD)

Description: The student is given a sheet of number pairs and must verbally identify the larger of the two values for each pair.

Select the **lowest** and **highest** numbers to be selected in the quantity-discrimination items:

FROM TO

How many quantity discrimination items should appear *in each row*? items

How many *rows* of items should appear on the student worksheet?

QD Directions: Download directions for administering and scoring Quantity Discrimination probes, test statistics, & brief guidelines for use in an RTI process.

QD Graph: Access a time-series graph to chart student progress using Quantity Discrimination probes.

Powered by **NumBertly** See how our software supports your students' math skills.

[View Source File]

Probe Type: Quantity Discrimination

0	2	15	19	19	15
4	8	0	10	4	15
11	17	5	2	13	19
1	15	6	2	3	0
11	19	2	9	7	13
18	7	3	17	6	5
4	16	8	5	3	7
8	13	18	7	19	1

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Early Numeracy – CBM

Missing Number (MN)

Description: The student is given a sheet that contains a series of 3- or 4-number sequences. In each sequence, one number is missing. The student must verbally identify the missing number.

Select the **lowest** and **highest** numbers to be selected in the missing number items:

FROM TO

How many missing number items should appear **in each row**?:

items

How many numbers should appear **in each number series**?

items

How many **rows** of missing number items should appear on the student worksheet?:

[MN Directions](#): Download directions for administering and scoring *Missing Number* probes, test statistics, & brief guidelines for use in an RTI process

[MN Graph](#): Access a time-series graph to chart student progress using *Missing Number* probes

Created with [numberfly](#) <http://www.numberfly.com/probes/numberfly/mn>

Probe Type: Missing Number

3 5	19 20	10 11
15 16	16 17	14 15
3 5	6 7	3 4
7 9	18 19	13 14
1 3	11 12	10 11
16 18	16 17	16 18
10 11	2 4	8 9
12 13	6 7	17 19

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Early Numeracy – CBM

Number Identification (NID)

Description: The student is given a page containing a series of randomly selected numbers. The student must read these numbers aloud.

Select the **lowest** and **highest** numbers to be selected in the number-identification series:

FROM TO

How many **rows** of numbers should appear on the student worksheet?:

How many individual numbers should appear **in each row** of the worksheet?

[NID Directions](#): Download directions for administering and scoring *Number Identification* probes, test statistics, & brief guidelines for use in an RTI process

[NID Graph](#): Access a time-series graph to chart student progress using *Number Identification* probes

Created with [numberfly](#) <http://www.numberfly.com/probes/numberfly/nid>

Probe Type: Number Identification

12	9	1	5	14	2	10	17
19	8	13	7	20	3	6	16
0	18	4	15	11	20	8	0
13	3	7	4	10	2	6	16
19	1	5	14	12	17	15	9
18	11	5	15	18	11	12	0
13	2	3	6	17	10	9	8
1	14	4	16	7	20	19	0

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MATH
COMPUTATION

Sheet #2
Password: AIR

Computation 4

Name: _____ Date: _____

A $9\overline{)24}$	B $\begin{array}{r} 52852 \\ + 84708 \\ \hline \end{array}$	C $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	D $4\overline{)772}$	E $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$
F $6\overline{)380}$	G $\begin{array}{r} 35 \\ \times 22 \\ \hline \end{array}$	H $\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$	I $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	J $\frac{2}{3} - \frac{1}{3} =$
K $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$	L $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	M $5\overline{)65}$	N $6\overline{)380}$	O $3\frac{1}{2} - 1 =$
P $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$	Q $\overline{)79}$	R $\begin{array}{r} 418 \\ - 41 \\ \hline \end{array}$	S $\frac{5}{11} + \frac{3}{11} =$	T $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$
U $4\frac{1}{2} + 6 =$	V $\begin{array}{r} 1504 \\ - 1441 \\ \hline \end{array}$	W $9\overline{)81}$	X $\begin{array}{r} 190 \\ \times 7 \\ \hline \end{array}$	Y $6\overline{)780}$

SEE TO WRITE

Double Digit Addition—With Regrouping

48	25	15	78	16	77	17	18	14	26	19	16	33	72
+ 38	+ 78	+ 29	+ 13	+ 49	+ 15	+ 54	+ 49	+ 37	+ 19	+ 11	+ 18	+ 18	+ 18
84	103	44	91	127	92	70	67	50	30	30	34	51	90

(28)

29	16	17	13	15	17	19	76	17	18	15	18	18	19
+ 18	+ 18	+ 14	+ 28	+ 39	+ 43	+ 55	+ 17	+ 79	+ 19	+ 29	+ 38	+ 48	+ 55
47	34	30	51	54	60	74	93	96	37	47	56	66	74

(37)

23	36	48	53	64	18	68	15	39	42	57	64	15	27
+ 18	+ 15	+ 14	+ 18	+ 17	+ 69	+ 19	+ 17	+ 19	+ 19	+ 16	+ 17	+ 68	+ 16

(85)

16	19	17	19	19	69	17	18	14	15	18	19	75	57
+ 18	+ 18	+ 18	+ 19	+ 18	+ 16	+ 68	+ 23	+ 36	+ 48	+ 53	+ 64	+ 18	+ 68

(114)

38	78	29	13	49	15	54	49	37	19	11	18	18	18
+ 16	+ 15	+ 72	+ 29	+ 33	+ 16	+ 19	+ 26	+ 14	+ 18	+ 19	+ 17	+ 77	+ 16

(143)

18	18	14	28	39	43	55	17	79	19	29	38	48	55
+ 23	+ 68	+ 16	+ 18	+ 19	+ 18	+ 18	+ 15	+ 18	+ 17	+ 76	+ 19	+ 17	+ 15

(172)

18	17	18	68	68	17	48	38	46	38	75	19	48	25
+ 46	+ 38	+ 75	+ 19	+ 64	+ 57	+ 39	+ 42	+ 15	+ 25	+ 17	+ 16	+ 38	+ 78

(202)

Basic Skill Builders

MAF.2.2.2



DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)											
25+	37+	42+	42+	57+	59+						
24	36	41	41	56	58						
16	31	35	32	51	53						
15	30	34	31	50	52						
0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)											
15+	43+	53+	47+	57+	61+						
14	42	52	46	56	60						
5	29	44	31	43	45						
4	28	43	30	42	44						
1	23	37	19	34	37						
0	22	36	18	33	36						
0	0	0	0	0	0						

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DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct											
	35+	57+	76+	85+	117+	128+	105+	141+	136+		
	34	56	75	84	116	127	104	140	135		
	10	21	39	49	78	94	73	105	114		
	9	20	38	48	77	93	72	104	113		
	5	10	26	29	59	77	55	85	96		
	4	9	25	28	58	76	54	84	95		
	0	0	0	0	0	0	0	0	0		
Oral Reading Fluency (ORF) – Accuracy											
	67+	87+	91+	92+	96+	96+	96+	96+	96+		
	66	86	90	91	95	95	95	95	95		
	41	54	85	84	91	91	91	91	91		
	40	53	84	83	90	90	90	90	90		
	0	0	0	0	0	0	0	0	0		

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DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct														
131+	159+	159+	139+	149+	157+	151+	157+	160+	152+	161+	164+	142+	156+	159+
130	158	158	138	148	156	150	156	159	151	160	163	141	155	158
87	121	125	103	122	137	123	133	141	126	136	141	125	131	135
86	120	124	102	121	136	122	132	140	125	135	140	124	130	134
62	98	99	81	108	124	99	117	125	101	121	127	110	116	121
61	97	98	80	107	123	98	116	124	100	120	126	109	115	120
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) - Accuracy														
96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+
95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
91	91	91	91	91	91	91	91	91	91	91	91	91	91	91
90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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DIBELS® 8th Edition Benchmark Goals
Updated: July 2020

Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)											
20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
19	35	48	46	77	86	85	102	116	120	137	140
9	25	31	30	52	55	50	68	76	76	94	105
8	24	30	29	51	54	49	67	75	75	93	104
4	16	24	25	41	45	41	54	54	52	78	80
3	15	23	24	40	44	40	53	53	51	77	79
0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)											
--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
1+	8	12	15	25	27	24	35	38	33	45	44
3	7	5	5	14	15	15	20	22	24	30	31
0	2	6	4	13	14	14	19	21	23	29	30
1	4	1	10	11	10	15	17	18	23	24	24
3	3	0	9	10	9	14	16	17	22	23	23
0	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)											
--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
1+	9	17	19	32	49	49	62	69	59	64	69
4	10	12	17	25	26	36	43	40	50	55	55
3	9	11	16	24	25	35	42	39	49	54	54
1	6	8	14	17	18	23	27	30	40	47	47
5	7	13	16	17	17	22	26	29	39	46	46
0	0	0	0	0	0	0	0	0	0	0	0

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DIBELS® 8th Edition Benchmark Goals
 Updated: July 2020

Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
						Maze					
						11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
						10.5	14.0	17.5	14.5	20.0	22.0
						5.0	9.0	9.5	8.0	12.0	15.5
						4.5	8.5	9.0	7.5	11.5	15.0
						2.5	6.5	7.0	5.0	9.5	12.0
						2.0	6.0	6.5	4.5	9.0	11.5
						0	0	0	0	0	0

Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Maze														
21.0+	23.5+	28.0+	20.0+	27.0+	29.5+	23.0+	30.5+	33.5+	25.5+	33.0+	38.5+	24.5+	32.0+	38.0+
20.5	23.0	27.5	19.5	26.5	29.0	22.5	30.0	33.0	25.0	32.5	38.0	24.0	31.5	37.5
14.5	16.5	17.0	13.5	17.0	21.0	14.5	19.5	26.5	20.0	24.5	29.5	20.0	26.0	28.0
14.0	16.0	16.5	13.0	16.5	20.5	14.0	19.0	26.0	19.5	24.0	29.0	19.5	25.5	27.5
11.0	13.0	14.0	10.5	14.5	18.0	12.5	15.0	20.5	15.5	18.0	24.5	16.5	19.5	24.5
10.5	12.5	13.5	10.0	14.0	17.5	12.0	14.5	20.0	15.0	17.5	24.0	16.0	19.0	24.0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Summary

- Special education policy requires multiple sources of data be used within every comprehensive evaluation
- Multiple sources of data must be integrated to establish a pattern of strengths and weaknesses
- Special education policy also requires students be “assessed” in all areas of suspected disability and related areas
- Curriculum-Based Measurements (CBM) are quick, cost-effective measures that evaluators can utilize within a comprehensive assessment

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Future Beyond the Score Webinars

**Honoring the Grief Process:
Supporting Families When a
Child is Identified with a
Disability**

Cassie Scott & Julissa Romero

Date of Session: April 25, 2025
(12-1pm CST)

**Learning Response Assessment
(LRA)**

Tammy L. Stephens, Ph.D.

Date of Session: May 2, 2025 (12-
1pm CST)

Visit [Csep.online](https://csep.online) to register

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