

Archived Information

# Strategies for Making Adequate Yearly Progress

USING CURRICULUM-BASED  
MEASUREMENT FOR PROGRESS  
MONITORING

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# Insights into First-Grade Thinking: New Twists on Old Proverbs

- Better to be safe than ...

# First-Grade Thinking: New Twists on Old Proverbs

- Better to be safe ... than punch a 5th grader.

# First-Grade Thinking: New Twists on Old Proverbs

- It's always darkest before ...

# First-Grade Thinking: New Twists on Old Proverbs

- It's always darkest before ... Daylight Savings Time.

# First-Grade Thinking: New Twists on Old Proverbs

- A miss is as good as a ...

# First-Grade Thinking: New Twists on Old Proverbs

- A miss is as good as a ... Mr.

# First-Grade Thinking: New Twists on Old Proverbs

- You can't teach an old dog new ...



# First-Grade Thinking: New Twists on Old Proverbs

- You can't teach an old dog new ... math.

# USING CURRICULUM- BASED MEASUREMENT

for  
Progress Monitoring

# With Progress Monitoring

- **Teachers assess students' academic performance on a regular basis**
- **To determine whether children are profiting appropriately from the typical instructional program**
- **To build more effective programs for children who do not benefit appropriately from typical instruction**

**A Scientific Base Supports One  
Form of Progress Monitoring:**

**Curriculum-Based  
Measurement (CBM)**

**Endorsed by Reading First  
Assessment Committee:**

**Screening, Progress  
Monitoring, Outcome  
Assessment**

# **What is CBM?**

**A form of classroom assessment  
for...**

- describing academic competence in reading, spelling, or mathematics**
- tracking academic development**
- improving student achievement**

# Curriculum-Based Measurement (CBM) . . .

- **result of 20 years of research**
- **used in schools across the country**
- **demonstrates strong reliability and validity**
- **used with all children to determine whether they are profiting from typical instruction**
- **used with failing children to enhance instructional programs**

# Research Indicates:

- **CBM produces accurate, meaningful information about students' academic levels and growth;**
- **CBM is sensitive to student improvement;**
- **When teachers use CBM to inform their instructional decisions, students achieve better.**



**Most Forms of Classroom  
Assessment Are Mastery  
Measurement**

**CBM is NOT  
Mastery Measurement**

**Mastery Measurement describes  
mastery of a series of short-term  
instructional objectives**

**To implement mastery measurement,  
the teacher**

- **determines a sensible instructional  
sequence for the school year**
- **designs criterion-referenced testing  
procedures to match each step in that  
instructional sequence**

# Fourth Grade Math Computation Curriculum

- 1 Multidigit addition with regrouping
- 2 Multidigit subtraction with regrouping
- 3 Multiplication facts, factors to 9
- 4 Multiply 2-digit numbers by a 1-digit number
- 5 Multiply 2-digit numbers by a 2-digit number
- 6 Division facts, divisors to 9
- 7 Divide 2-digit numbers by a 1-digit number
- 8 Divide 3-digit numbers by a 1-digit number
- 9 Add/subtract simple fractions, like denominators
- 10 Add/subtract whole number and mixed number

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# Multidigit Addition Mastery Test

Name: \_\_\_\_\_ Date \_\_\_\_\_

Adding

$$\begin{array}{r} 36521 \\ + 63758 \\ \hline \end{array}$$

$$\begin{array}{r} 53429 \\ + 63421 \\ \hline \end{array}$$

$$\begin{array}{r} 84525 \\ + 75632 \\ \hline \end{array}$$

$$\begin{array}{r} 67842 \\ + 53937 \\ \hline \end{array}$$

$$\begin{array}{r} 57321 \\ + 46391 \\ \hline \end{array}$$

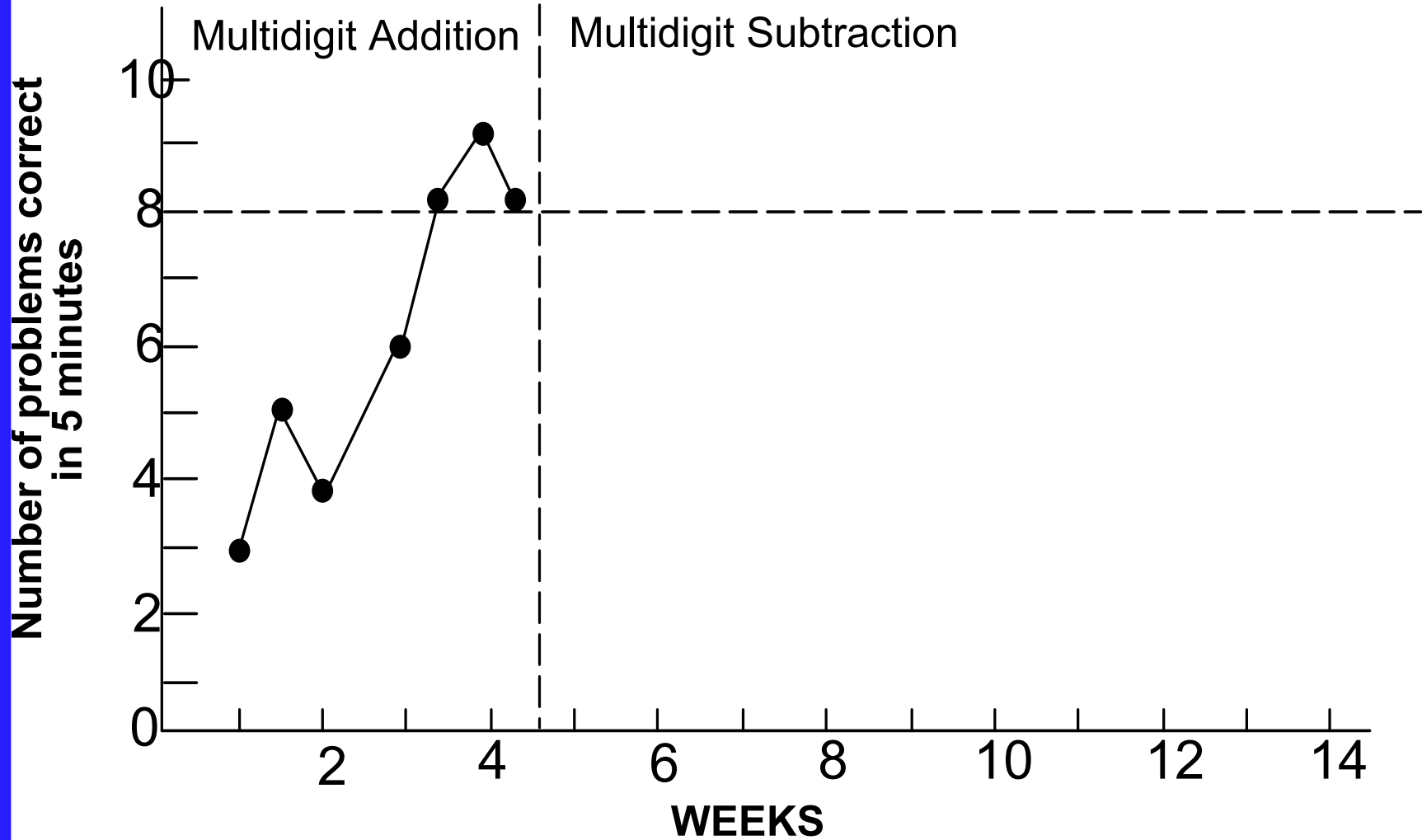
$$\begin{array}{r} 56382 \\ + 94742 \\ \hline \end{array}$$

$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

$$\begin{array}{r} 32415 \\ + 85439 \\ \hline \end{array}$$

$$\begin{array}{r} 45321 \\ + 86274 \\ \hline \end{array}$$



# Mastery of Multidigit Addition

# Fourth Grade Math Computation Curriculum

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# Multidigit Subtraction Mastery Test

Name: \_\_\_\_\_ Date \_\_\_\_\_

Subtracting

$$\begin{array}{r} 6521 \\ - 375 \\ \hline \end{array}$$

$$\begin{array}{r} 5429 \\ - 634 \\ \hline \end{array}$$

$$\begin{array}{r} 8455 \\ - 756 \\ \hline \end{array}$$

$$\begin{array}{r} 6782 \\ - 937 \\ \hline \end{array}$$

$$\begin{array}{r} 7321 \\ - 391 \\ \hline \end{array}$$

$$\begin{array}{r} 5682 \\ - 942 \\ \hline \end{array}$$

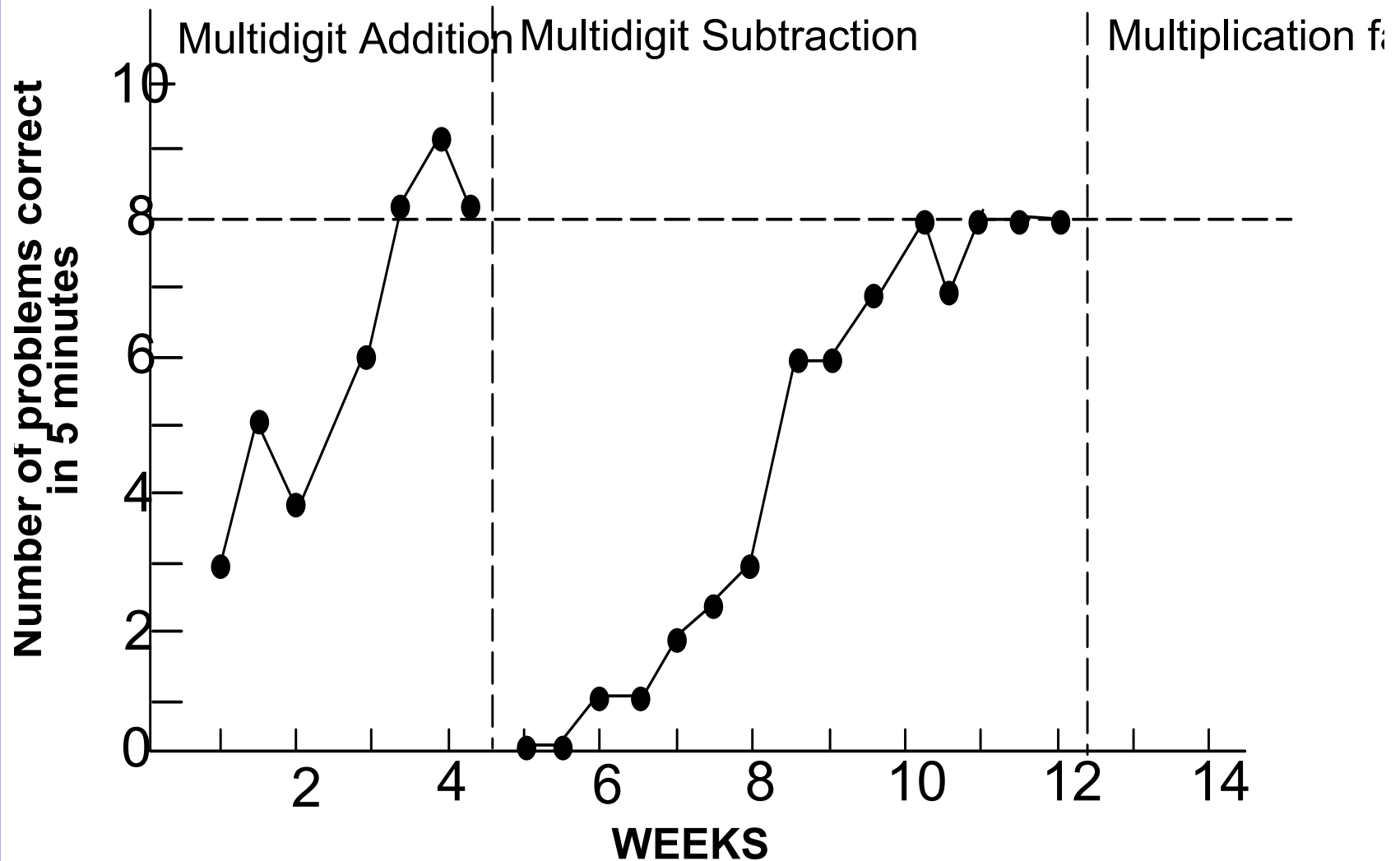
$$\begin{array}{r} 6422 \\ - 529 \\ \hline \end{array}$$

$$\begin{array}{r} 3484 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 2415 \\ - 854 \\ \hline \end{array}$$

$$\begin{array}{r} 4321 \\ - 874 \\ \hline \end{array}$$





# Mastery of Multidigit Addition and Subtraction

## **Problems Associated with Mastery Measurement:**

- **Hierarchy of skills is logical, not empirical.**
- **Assessment does not reflect maintenance or generalization.**
- **Number of objectives mastered does not relate well to performance on criterion measures.**
- **Measurement shifts make it difficult to estimate learning patterns.**
- **Measurement methods are designed by teachers, with unknown reliability and validity.**
- **Measurement framework is highly associated with a set of instructional methods.**

# **Curriculum-Based Measurement (CBM) was designed to address these problems.**

- CBM makes no assumptions about instructional hierarchy for determining measurement (i.e., CBM fits with any instructional approach).**
- CBM incorporates automatic tests of retention and generalization.**

# How to Do CBM:

- **Identify the skills in the year-long curriculum**
- **Determine the weight of skills in the curriculum**
- **Create 30 alternate test forms**
  - each test samples the entire year's curriculum
  - each test contains the same types of problems
- **Give tests weekly (twice weekly for special ed)**
- **Graph and analyze data**
- **Modify instruction as appropriate**

# How to Do CBM (with computer assistance):

- Identify the skills in the year-long curriculum
- Determine the weight of skills in the curriculum
- Create 30 alternate test forms
  - each test samples the entire year's curriculum
  - each test contains the same types of problems
- Give tests weekly (twice weekly for special ed)
- Graph and analyze data
- Modify instruction as appropriate

# MATHEMATICS

## CBM

# Fourth Grade Math Computation Curriculum

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Password: ARM

Name: \_\_\_\_\_ Date \_\_\_\_\_

A $\frac{3}{7} - \frac{2}{7} =$	B $1\frac{6}{7} + 3 =$	C $4\overline{)6}$	D $6\overline{)78}$	E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$
F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$	I $6\overline{)48}$	J $5\overline{)20}$
K $2\overline{)50}$	L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$	M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$	N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	O $7\overline{)30}$
P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$	Q $8\overline{)32}$	R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$	S $7\frac{4}{7} - 2 =$	T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$
U $\frac{3}{5} + \frac{1}{5} =$	V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$	W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	Y $7\overline{)56}$

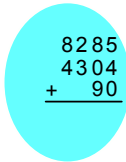
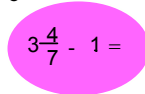
Random numerals within problems (considering specifications of problem types)

Random placement of problem types on page

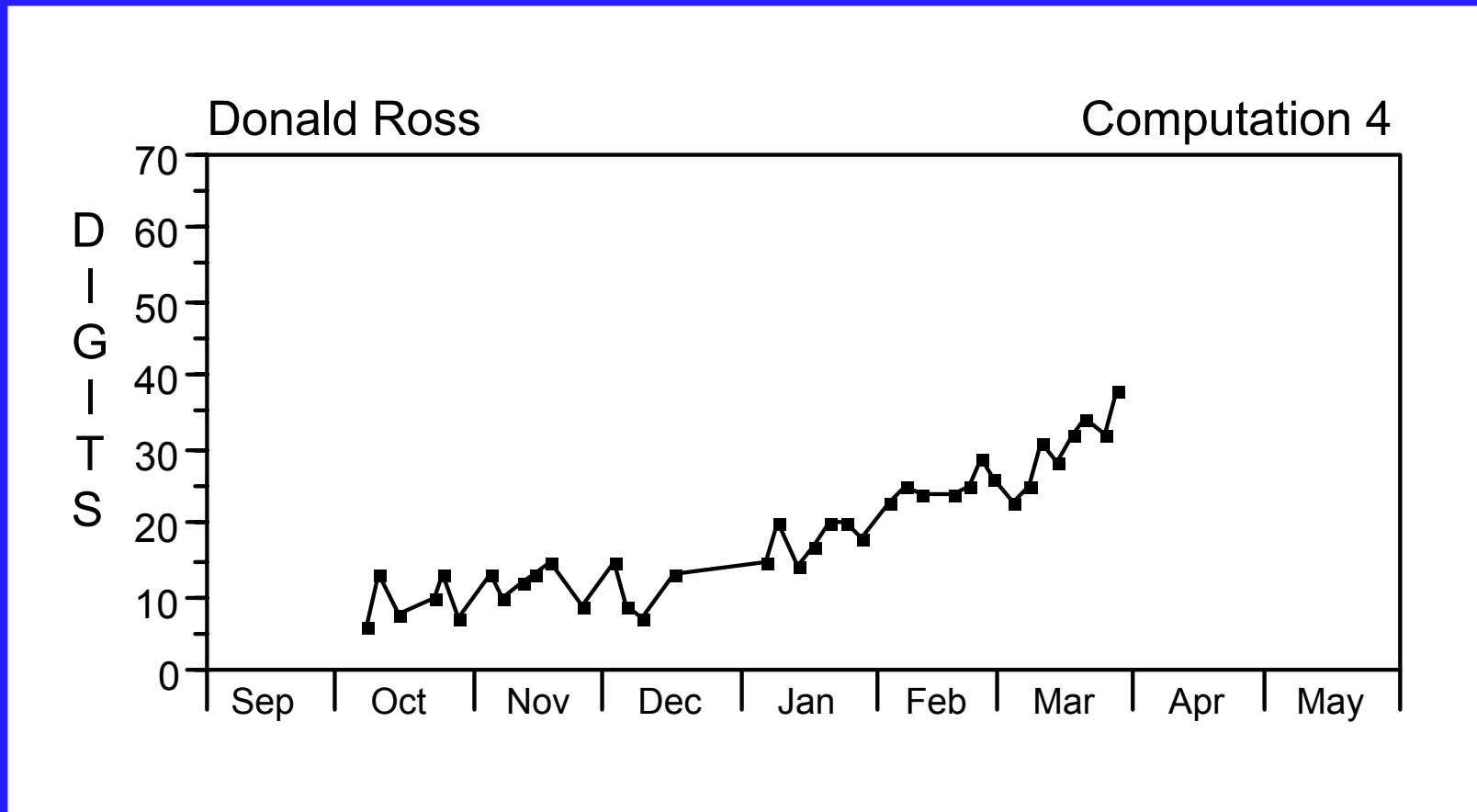


Random numerals within problems (considering specifications of problem types)

Random placement of problem types on page

Sheet #2		Computation 4		
Password: AIR				
Name: _____		Date _____		
A $9 \overline{)24}$	B $\begin{array}{r} 52852 \\ + 64708 \\ \hline \end{array}$	C $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	D $4 \overline{)72}$	E  $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$
F $6 \overline{)30}$	G $\begin{array}{r} 35 \\ \times 74 \\ \hline \end{array}$	H $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	I $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	J $\frac{2}{3} - \frac{1}{3} =$
K $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$	L $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	M $5 \overline{)65}$	N $6 \overline{)30}$	O  $3\frac{4}{7} - 1 =$
P $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$	Q $2 \overline{)9}$	R $\begin{array}{r} 416 \\ - 44 \\ \hline \end{array}$	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 $\begin{array}{r} 130 \\ \times 7 \\ \hline \end{array}$	Y $5 \overline{)10}$

# Donald's Progress in Digits Correct Across the School Year



# A “Correct Digit” Is the Right Numeral in the Right Place

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2361} \end{array}$$

4  
correct  
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2461} \end{array}$$

3  
correct  
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2441} \end{array}$$

2  
correct  
digits

(1) Write the letter in each blank.

\_\_\_\_\_  $\overset{\bullet}{z}$  (A) line segment

\_\_\_\_\_  $\overleftrightarrow{KL}$  (B) line

\_\_\_\_\_  $\overrightarrow{MN}$  (C) point

(D) ray

(2) Look at this numbers.:

356.17

Which number is in the hundredths place? \_\_\_\_\_

(3) Solve the problem by estimating the sum or difference to the nearest ten.

Jeff wheels his wheelchair for 33 hours a week at school and for 28 hours a week in his neighborhood. About how many hours does Jeff spend each week wheeling his wheelchair?

\_\_\_\_\_

(4) Write the number in each blank.

3 ten thousands, 6 hundreds, 8 ones

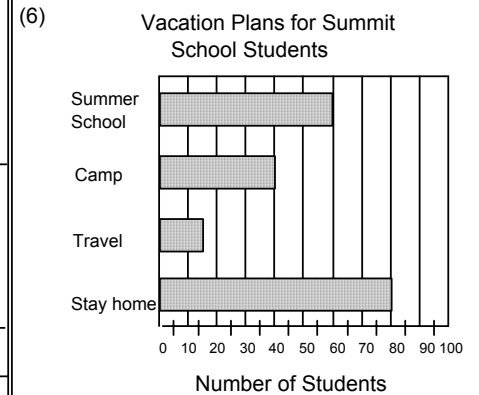
\_\_\_\_\_

2 thousands, 8 hundreds, 4 tens, 6 ones

\_\_\_\_\_

(5) Write a number in the blank.

1 week = \_\_\_\_\_ days



Use the bar graph to answer the questions.

The P.T.A. will buy a Summit School T-Shirt for each student who goes to summer school. Each shirt costs \$4.00. How much money will the P.T.A. spend on these T shirts? \$ \_\_\_\_\_ .00

How many students are planning to travel during the summer? \_\_\_\_\_

How many fewer students are planning to go to summer school than planning to stay home? \_\_\_\_\_

(7) To measure the distance of the bus ride from school to your house you would use

(A) meters

(B) centimeters

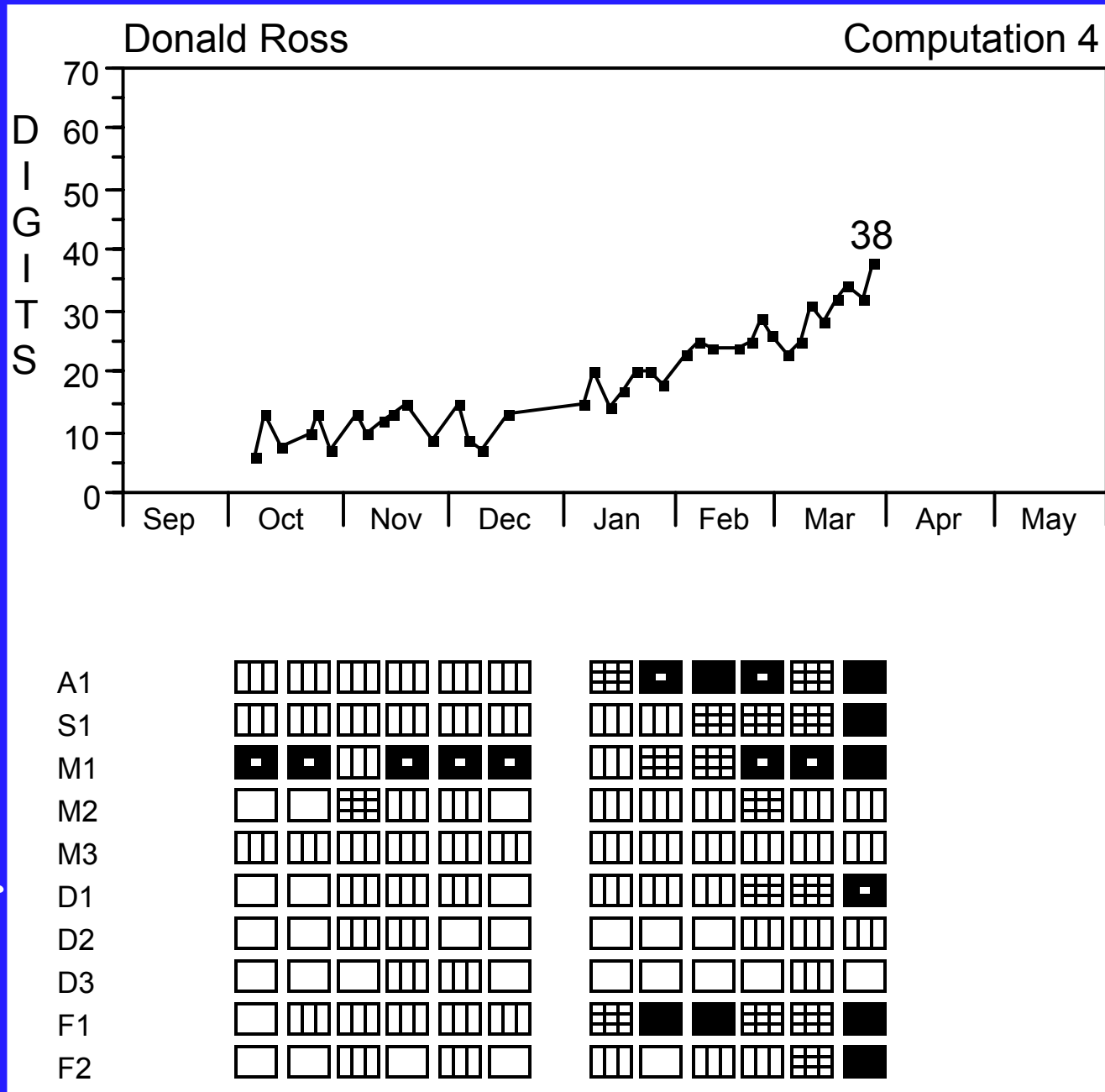
(C) kilometers

\_\_\_\_\_

One page of a three-page CBM math concepts and applications task (24 total problems)

# Donald's Graph and Skills Profile by Problem Type

(darker  
boxes  
show  
greater  
level of  
mastery of  
problem  
type)



# READING CBM

# Grade 1 Reading Curriculum

- **Phonics**
  - **Sound-letter correspondence**
  - **cvc patterns**
  - **cvce patterns**
  - **cvvc patterns**
- **Sight Vocabulary**
- **Comprehension**
  - **identification of who/what/when/where**
  - **identification of main idea**
  - **Sequence of events**
- **Fluency**

# Reading CBM

- **Number of words read aloud correctly in 1 minute on end-of-year passages**
- **Number of words selected correctly in 2.5 minutes on end-of-year maze passages**



**CBM**  
**passage**  
**for**  
**Correct**  
**Words**  
**Per**  
**Minute**

Jason Fry ran home from school. He had to pack his clothes. He was going to the beach. He packed a swimsuit and shorts. He packed tennis shoes and his toys. The Fry family was going to the beach in Florida.

The next morning Jason woke up early. He helped Mom and Dad pack the car, and his sister, Lonnie, helped too. Mom and Dad sat in the front seat. They had maps of the beach. Jason sat in the middle seat with his dog, Ruffie. Lonnie sat in the back and played with her toys.

They had to drive for a long time. Jason looked out the window. He saw farms with animals. Many farms had cows and pigs but some farms had horses. He saw a boy riding a horse. Jason wanted to ride a horse, too. He saw rows of corn growing in the fields. Then Jason saw rows of trees. They were orange trees. He sniffed their yummy smell. Lonnie said she could not wait to taste one. Dad stopped at a fruit market by the side of the road. He bought them each an orange.

## A SCARY NOISE

Ray lived in Georgia. He was born there and had \_\_\_\_\_ friends. One day Dad had come home \_\_\_\_\_ work to say that they would have \_\_\_\_\_ move far away. Dad worked in \_\_\_\_\_ factory. The factory had closed and Dad \_\_\_\_\_ a new job. Dad had found a \_\_\_\_\_ job and now they had to move.

Ray \_\_\_\_\_ sad because he did not want \_\_\_\_\_ leave his school. He did not \_\_\_\_\_ to leave his friends.

"I am \_\_\_\_\_, son," said Dad.

"It is OK," \_\_\_\_\_ Ray with a smile. He did \_\_\_\_\_ want Dad to feel bad.

They \_\_\_\_\_ up the car and moved to a \_\_\_\_\_ state. Their new

Go forward

## A SCARY NOISE

Ray lived in Georgia. He was born there and had many friends. One day Dad had come home \_\_\_\_\_ work to say that they would have \_\_\_\_\_ move far away. Dad worked in \_\_\_\_\_ factory. The factory had closed and Dad \_\_\_\_\_ a new job. Dad had found a \_\_\_\_\_ job and now they had to move.

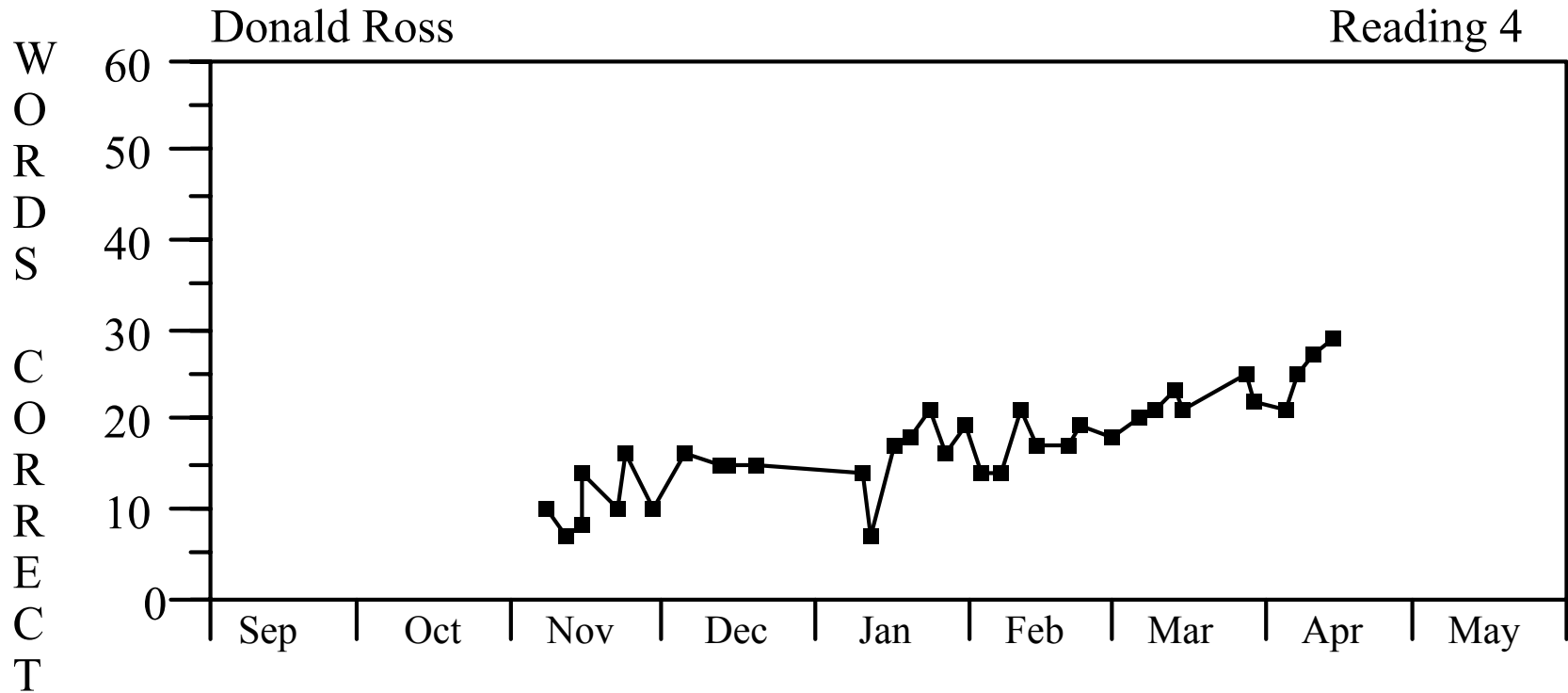
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Go forward



# Donald's Progress on Words Selected Correctly for CBM Maze Task

# Pre-Reading CBM

- **Kindergarten: Phonemic-Segmentation Fluency**
- **Kindergarten: Letter-Sound Fluency**
- **Early First Grade: Nonsense-Word Fluency**
- **Early First Grade: Word-Identification Fluency**

# Kindergarten

## Phonemic-Segmentation Fluency

Teacher: *I'm going to say a word. After I say it, tell me all the sounds in the word.*

### Example

Teacher: *Sam*

Child: /s/ /a/ /m/ (3 correct)

or

Child: /s/ /am/ (2 correct)

Time: 1 minute

**call**

**show**

**skin**

**thick**

**brook**

**do**

**young**

**...**

# Kindergarten

## Letter-Sound Fluency

Teacher: *Say the sound that goes with each letter.*

Time: 1 minute

p    U    z    u    y

i    t    R    e    w

O    a    s    d    f

v    g    j    S    h

k    m    n    b    V

Y    E    i    c    x

...

# Early First Grade Nonsense-Word Fluency

Teacher: *Look at this word. It's a make-believe word: /s/ /i/ /m/ 'sim.'* I can say the sounds of the letters, /s/ /i/ /m/, or I can read the whole word, 'sim.'  
*For each word, say the sounds or read the whole word.*

- Time: 1 minute

wab

lon

deg

pev

yil

baf

huz

...



# Early First Grade Word-Identification Fluency

Teacher: *Read these  
words.*

Time: 1 minute.

two

for

come

because

last

from

...

# High-School Content Area CBM

- Vocabulary matches
  - Contact Chris Espin at the University of Minnesota
    - [espin001@umn.edu](mailto:espin001@umn.edu)

# Three Purposes of CBM:

- **Screening**
- **Progress Monitoring**
- **Instructional Diagnosis**

# CBM Screening

- **All students tested early in the year**
- **Two alternate forms administered in same sitting**
- **Students who score below a criterion are candidates for additional testing or for more intensive service**

# CBM Screening

## Examples:

- **Beginning of Grade 1: students who say less than 15 sounds in 1 minute.**
- **Beginning of Grade 2: students who read less than 40 words from text in 1 minute.**

# **Progress Monitoring and Instructional Decision Making in General Education**

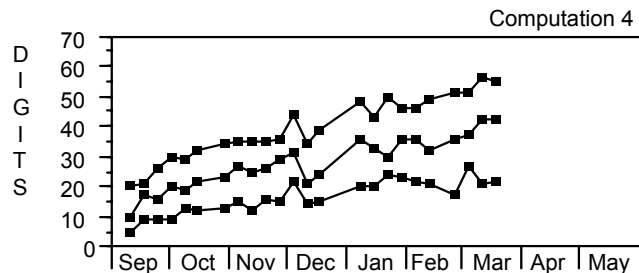
- Identify students whose progress is less than adequate**
- Use information to enhance instruction for all students**

In general education, the focus is on the class report to enhance instruction for all students and to identify which students are in need of more help.

## CLASS SUMMARY

Teacher: Mrs. Smith

Report through 3/17



### Students to Watch

Jonathan Nichols  
Amanda Ramirez  
Anthony Jones  
Erica Jernigan  
Icon

### Most Improved

Icon  
Michael Elliott  
Jonathan Nichols  
Michael Sanders  
Matthew Hayes

### Areas of Improvement: Computation

M1 Multiplying basic facts  
M2 Multiplying by 1 digit  
M3 Multiplying by 2 digits  
D1 Dividing basic facts

### Whole Class Instruction: Computation

M3 Multiplying by 2 digits

58% of your students are either COLD or COOL on this skill.

### Small Group Instruction: Computation

S1 Subtracting

Cindy Lincoln                      Michael Sanders  
Icon  
Kaitlin Laird  
Michael Elliott

## CLASS SKILLS PROFILE - Computation

Teacher: Mrs. Smith

Report through 3/17

Name	A1	S1	M1	M2	M3	D1	D2	D3	F1	F2
Adam Qualls	■	■	■	▤	▤	▤	▤	▤	■	▤
Amanda Ramirez	■	▤	■	▤	▤	▤	▤	□	■	□
Anthony Jones	▤	▤	■	▤	▤	▤	▤	▤	□	□
Aroun Phung	■	■	■	■	■	■	▤	▤	■	■
Becca Jarrett	■	■	■	■	▤	■	▤	▤	■	■
Charles McBride	■	■	■	■	▤	■	▤	▤	■	■
Cindy Lincoln	▤	▤	■	■	▤	■	■	□	▤	■
David Anderson	▤	▤	■	■	▤	▤	▤	▤	■	■
Emily Waters	■	■	■	■	▤	■	■	▤	■	■
Erica Jernigan	■	▤	■	▤	▤	▤	▤	□	□	□
Gary McKnight	■	■	■	■	▤	■	▤	▤	■	■
Icon										
Jenna Clover	■	■	■	■	▤	■	▤	□	■	■
Jonathan Nichols	■	▤	■	■	▤	■	□	□	▤	▤
Jung Lee	■	■	■	■	■	■	■	■	■	■
Kaitlin Laird	■	▤	■	▤	▤	▤	▤	□	■	■
Kathy Taylor	■	■	■	■	■	▤	▤	▤	■	■
Matthew Hayes	■	■	■	■	■	▤	▤	▤	■	■
Michael Elliott	■	□	■	■	▤	■	▤	▤	▤	■
Michael Sanders	▤	▤	■	▤	▤	▤	▤	□	■	▤
Samantha Spain	▤	■	■	■	▤	■	■	■	■	■
Vicente Gonzalez	■	■	■	■	■	▤	□	□	■	□
Victoria Dillard	■	▤	■	■	▤	■	▤	▤	■	▤
Yasmine Sallee	■	■	■	■	■	■	■	■	■	□

□ COLD. Not tried	0	1	0	0	0	0	2	8	2	5
▤ COOL. Trying these.	3	8	0	5	14	3	16	10	3	3
▤ WARM. Starting to get it.	2	1	0	1	3	6	0	2	0	1
■ VERY WARM. Almost have it.	5	3	8	4	0	4	0	1	1	0
■ HOT. You've got it!	13	10	15	13	6	10	5	2	17	14

# Class Skills Profile-- by problem type for each student



**Ranked  
Scores--  
Average  
of Last  
Two  
CBM  
Scores  
and the  
Slope--  
Average  
Weekly  
Increase**

**RANKED SCORES - Computation**

Teacher: Mrs. Smith

Report through 3/17

<u>Name</u>	<u>Score</u>	<u>Growth</u>
Samantha Spain _____	57 _____	+1.89
Aroun Phung _____	56 _____	+1.60
Gary McKnight _____	54 _____	+1.14
Yasmine Sallee _____	53 _____	+1.34
Kathy Taylor _____	53 _____	+1.11
Jung Lee _____	53 _____	+1.23
Matthew Hayes _____	51 _____	+1.00
Emily Waters _____	48 _____	+1.04
Charles McBride _____	43 _____	+1.12
Michael Elliott _____	42 _____	+0.83
Jenna Clover _____	42 _____	+0.78
Becca Jarrett _____	41 _____	+1.14
David Anderson _____	38 _____	+0.79
Cindy Lincoln _____	36 _____	+1.04
Kaitlin Laird _____	35 _____	+0.71
Victoria Dillard _____	34 _____	+0.64
Vicente Gonzalez _____	29 _____	+0.28
Adam Qualls _____	26 _____	+0.60
Michael Sanders _____	25 _____	+0.70
Jonathan Nichols _____	25 _____	+2.57
Amanda Ramirez _____	23 _____	+0.85
Anthony Jones _____	19 _____	+0.05
Erica Jernigan _____	18 _____	+0.23
Icon _____	0 _____	+0.00

## PEER TUTORING ASSIGNMENTS

Teacher: Mrs. Smith

Report through 3/17

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### M2 Multiplying by 1 digit

#### First Coach

#### Second Coach

- Samantha Spain
- Kathy Taylor
- Aroun Phung
- ▣ Emily Waters
- Charles McBride
- ▣ David Anderson

- Icon
- ▢ Erica Jernigan
- ▢ Adam Qualls
- ▢ Michael Sanders
- ▢ Amanda Ramirez
- ▢ Anthony Jones

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### M3 Multiplying by 2 digits

#### First Coach

#### Second Coach

- Matthew Hayes
- ▣ Cindy Lincoln
- Jung Lee
- Yasmine Sallee
- Vicente Gonzalez
- ▣ Jenna Clover

- ▢ Becca Jarrett
- ▢ Kaitlin Laird
- ▢ Victoria Dillard
- ▢ Gary McKnight
- ▢ Michael Elliott
- ▢ Jonathan Nichols

**Possible Peer Tutoring Assignments based on students' recent CBM scores and Skills Profile**

# Overall Class Scores

and ID of  
students  
whose  
progress is  
poor  
compared  
to peers

## CLASS STATISTICS: Computation

Teacher: Mrs. Smith

Report through 3/17

### **Score**

Average score	39.5
Standard deviation	12.6
Discrepancy criterion	26.9

### **Slope**

Average slope	+0.98
Standard deviation	0.53
Discrepancy criterion	+0.45

### **Students identified with dual discrepancy criterion**

	<u>Score</u>	<u>Slope</u>
Anthony Jones	19.0	+0.05
Erica Jernigan	18.0	+0.23

# Class Summary in Reading

•Class Graph

•Students in Bottom 25%

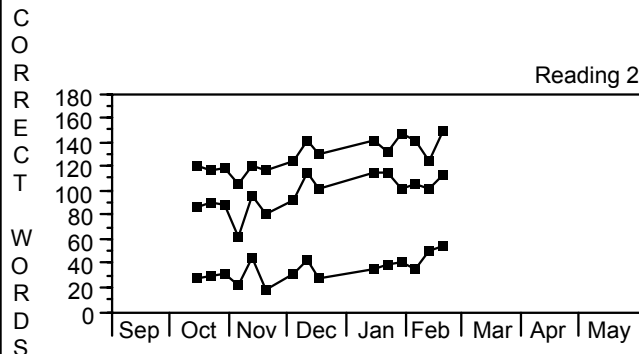
•Most Improved Across Last Few Weeks

•Students Who Could Benefit from Instruction in Comprehension, Fluency, and Decoding

## CLASS SUMMARY

Teacher: Mrs. Jones

Report through 2/15



### Students to Watch

Shana Harmon  
Mario Houston  
Jalisha Sizemore  
Ladarius Freeman  
Nathanial Anderson

### Most Improved

Jalisha Sizemore  
Ladarius Freeman  
Mario Houston  
Shana Harmon  
Nathanial Anderson

### Comprehension Activities

Adam Brown	Jermaine Jones	Sam Nelson
Andrew Jones	Kenzie Williams	Wilson Carter
Angela Adams	Melanie White	
Carolyn Hudson	Quenton Miller	
Cathryn O'Connel	Russell Carson	

### Fluency Practice

### Phonics Instruction

#### MAT/LAST

Ladarius Freeman  
Mario Houston  
Nathanial Anderson

#### TIME

Ladarius Freeman  
Mario Houston  
Nathanial Anderson

#### CAR

#### BEAT

#### HAPPY

Jalisha Sizemore  
Shana Harmon

#### PUBLIC

Jalisha Sizemore  
Shana Harmon

#### RUNNING

# Class Skills

## Profile in

### Reading

targeting need

for

comprehension,

fluency, and

decoding

instruction

### CLASS SKILLS PROFILE

Teacher: Mrs. Jones

Report through 2/15

Name	Comprehension	Fluency	MAT/LAST	TIME	CAR	BEAT	HAPPY	PUBLIC	RUNNING
Adam Brown .....	C.....								
Andrew Jones .....	C.....								
Angela Adams .....	C.....								
Carolyn Hudson .....	C.....								
Cathryn O'Connel .....	C.....								
Jalisha Sizemore .....			■	■	■	■	▣	▣	■
Jermaine Jones .....	C.....								
Kenzie Williams .....	C.....								
Ladarius Freeman .....			▣	▣	■	▣	■	▣	▣
Mario Houston .....			▣	▣	■	▣	▣	▣	▣
Melanie White .....	C.....								
Nathaniel Anderson .....			▣	▣	▣	▣	▣	▣	▣
Quenton Miller .....	C.....								
Russell Carson .....	C.....								
Sam Nelson .....	C.....								
Shana Harmon .....			■	■	■	■	▣	▣	■
Wilson Carter .....	C.....								

▣ Cold. Missing most of these words.

▣ Warm. Getting some of these words right.

■ Hot. Getting most of these words right.

MAT/LAST: closed syllable, short vowel, e.g., bed, top, hit, cat bump, mast, damp

TIME: final e, long vowel, e.g., cake, poke, same, woke, mine, rose, gate

CAR: vowel r-controlled, e.g., fur, nor, per, sir, her, tar

BEAT: two vowels together, e.g., soap, maid, lean, loaf, paid, meal

HAPPY: divide between two like consonants, e.g., lesson, bubble, battle, giggle,

PUBLIC: divide between unlike consonants, e.g., elbow, walrun, doctor, victim, admit

RUNNING: dividing between double consonant with suffix, e.g., batter, sipped, hitting, tanned, bitten

# Students meeting or not meeting end-of-year benchmark

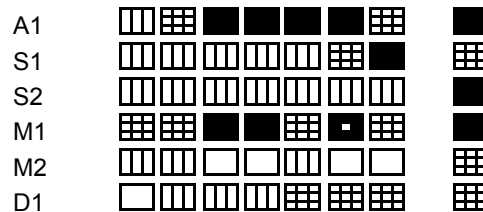
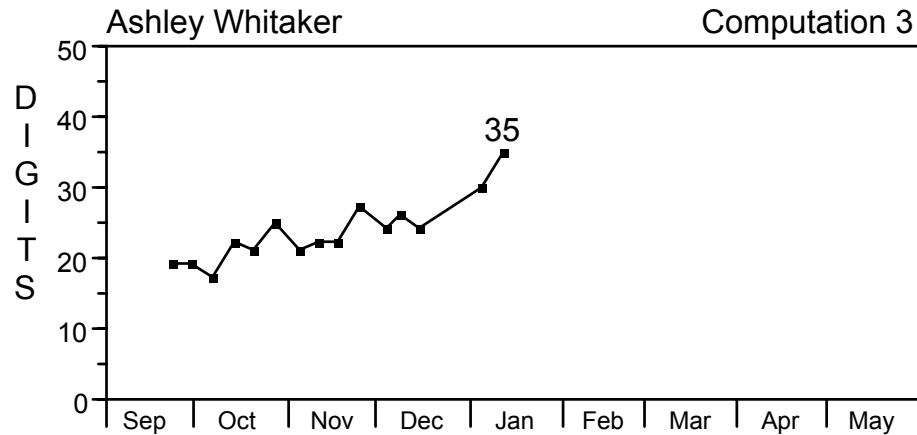
## Class Scores

Teacher: Mrs. Jones

Report through 2/15

<u>Name</u>	<u>Score</u>	<u>Growth</u>
<b>* The following student(s) are currently at or above end-of-year benchmark.</b>		
Jermaine Jones _____	146 _____	+1.17
Kenzie Williams _____	133 _____	+1.32
Wilson Carter _____	132 _____	+3.05
Carolyn Hudson _____	132 _____	+2.37
Cathryn O'Connel _____	123 _____	+0.80
Angela Adams _____	122 _____	+0.30
Sam Nelson _____	120 _____	-0.31
Andrew Jones _____	115 _____	+0.49
Russell Carson _____	106 _____	+1.40
Adam Brown _____	105 _____	+1.61
Quenton Miller _____	104 _____	+2.61
Melanie White _____	93 _____	+1.55
Shana Harmon _____	77 _____	+0.69
<b>* The following student(s) are currently below end-of-year benchmark.</b>		
Mario Houston _____	58 _____	+0.95
Jalisha Sizemore _____	54 _____	+1.21
Ladarius Freeman _____	38 _____	+0.90
<b>* The following student(s) are currently below previous year's benchmark.</b>		
Nathanial Anderson _____	17 _____	+0.45

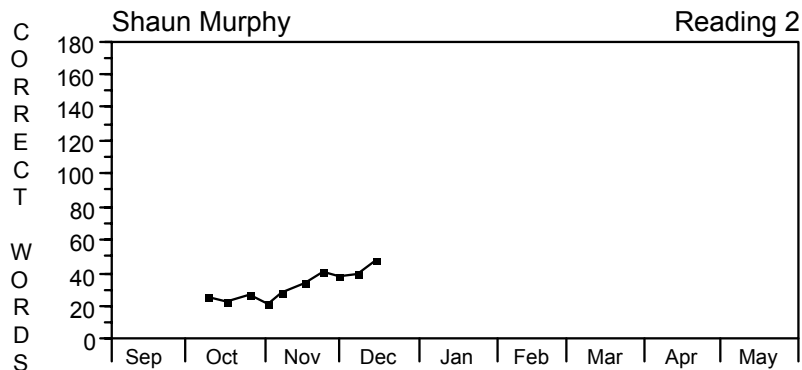
Graphs  
are  
printed to  
provide  
student  
feedback  
every 2  
weeks.



- A1 Adding
- S1 Subtracting with regrouping
- S2 Subtracting with regrouping with 0
- M1 Multiplying basic facts
- M2 Multiplying
- D1 Dividing basic facts

- HOT. You've got it!
- VERY WARM. Almost have it.
- WARM. Starting to get it.
- COOL. Trying these.
- COLD. Not tried

# Reading feedback for individual student: Graph and Decoding Skills Profile



MAT/LAST			
TIME			
CAR			
BEAT			
HAPPY			
PUBLIC			
RUNNING			

MAT/LAST: closed syllable, short vowel, e.g., bed, top, hit, cat bump, mast, damp

TIME: final e, long vowel, e.g., cake, poke, same, woke, mine, rose, gate

CAR: vowel r-controlled, e.g., fur, nor, per, sir, her, tar

BEAT: two vowels together, e.g., soap, maid, lean, loaf, paid, meal

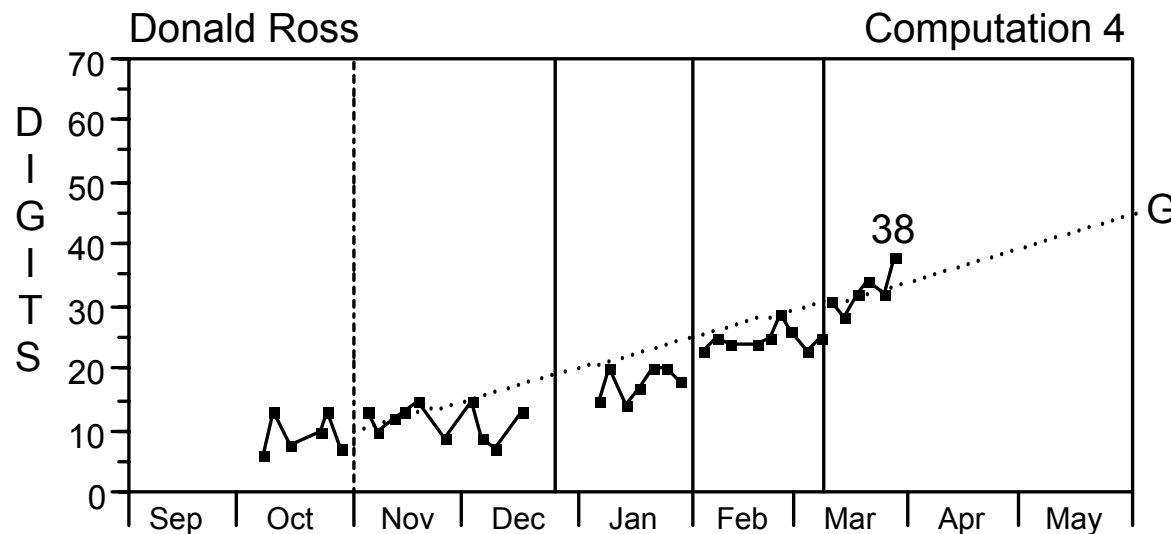
HAPPY: divide between two like consonants, e.g., lesson, bubble, battle, giggle,

PUBLIC: divide between unlike consonants, e.g., elbow, walrun, doctor, victim, admit

RUNNING: dividing between double consonant with suffix, e.g., batter, sipped, hitting, tanned, bitten



For students whose progress is unacceptably poor, CBM is used for individual decision making.

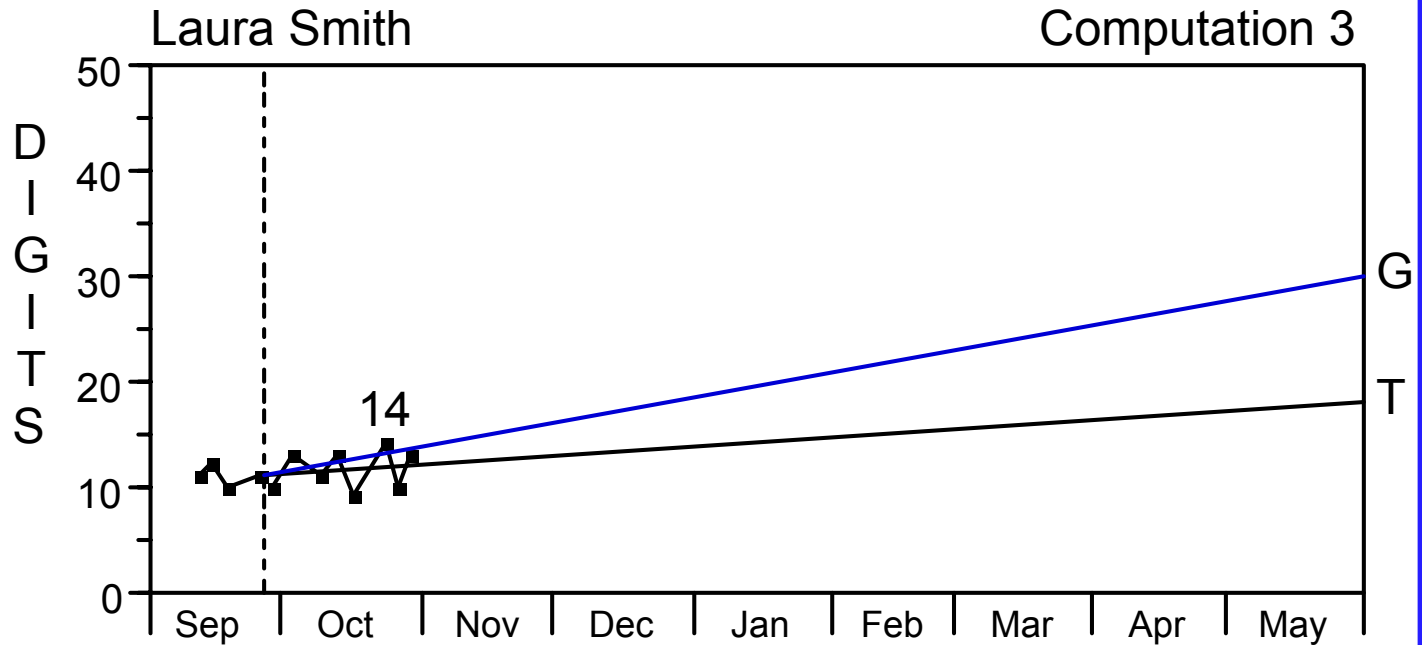


**Wait. Not enough scores for decision.**

You need at least 8 scores to make a decision.

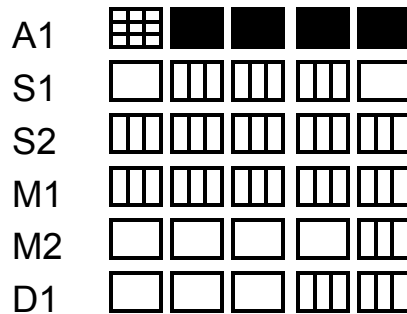
A1	□□ □□ □□ □□ □□ □□	■ ■ ■ ■ ■ ■ ■ ■
S1	□□ □□ □□ □□ □□ □□	□□ □□ □□ □□ □□ □□
M1	■ ■ □□ ■ ■ ■	□□ □□ □□ ■ ■ ■
M2	□ □ ■ ■ □□ □□ □□	□□ □□ □□ □□ □□ □□
M3	□□ □□ □□ □□ □□ □□	□□ □□ □□ □□ □□ □□
D1	□ □ □□ □□ □□ □□	□□ □□ □□ □□ □□ ■
D2	□ □ □□ □□ □□ □□	□ □ □ □ □□ □□ □□
D3	□ □ □ □ □□ □□ □□	□ □ □ □ □ □ □□ □□
F1	□ □□ □□ □□ □□ □□	■ ■ ■ ■ ■ ■ ■ ■
F2	□ □ □□ □ □ □□ □□	□□ □ □ □□ □□ □□

Trend of student data is less steep than goal line: Make a teaching change.

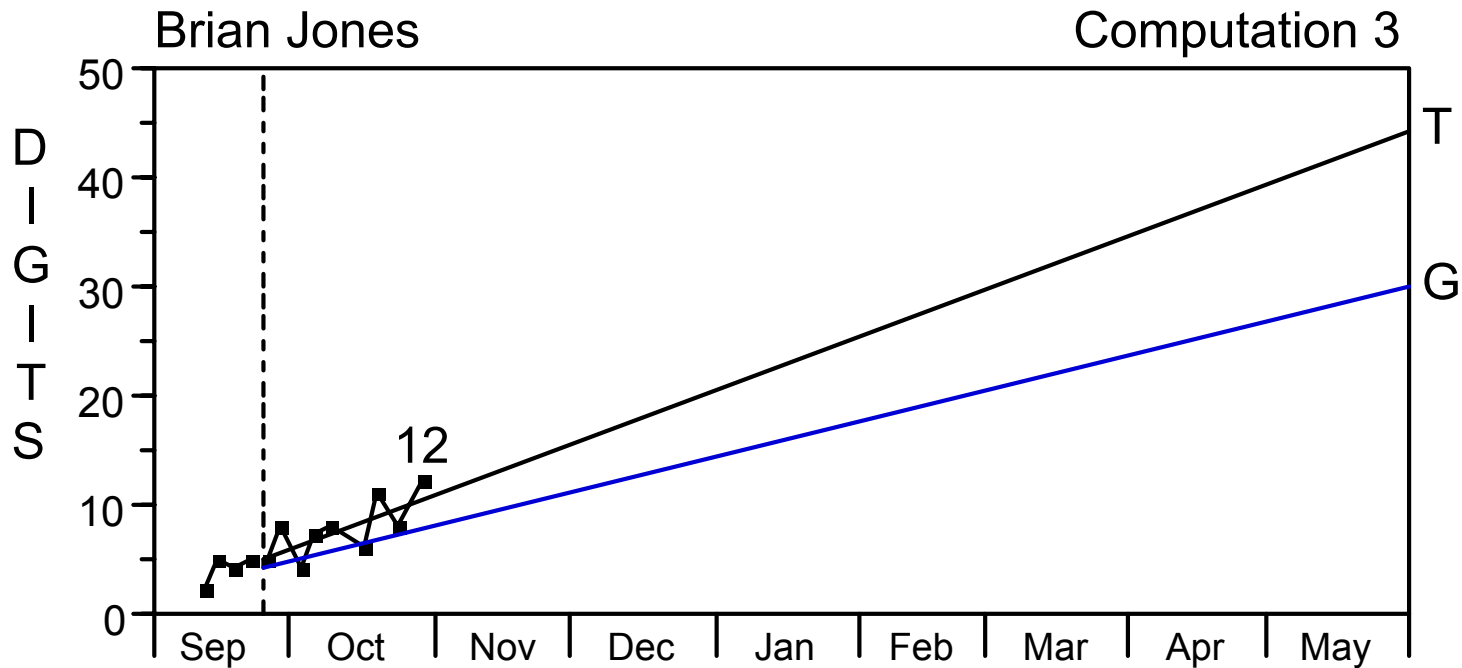


**Uh-oh! Make a teaching change.**

Student's rate of progress is less than the goal line.



Trend  
of  
student  
data is  
steeper  
than  
goal  
line:  
Raise  
the  
goal.



**OK!! Raise the goal.**

Student's rate of progress exceeds the goal line

A1					
S1					
S2					
M1					
M2					
D1					

# **In Summary, CBM Is Used:**

- to identify at-risk students who may need additional services**
- to help general education teachers plan more effective instruction within their classrooms**
- to help special education teachers design more effective instructional programs for students who do not respond to the general education program**
- to document student progress for accountability purposes**
- to communicate with parents or other professionals about students' progress**

Special thanks are extended to Carol Hamlett of Vanderbilt for her assistance with this presentation.

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or at 615-343-4782