

## CLASSROOM ASSESSMENT (PART 1): AN INTRODUCTION TO MONITORING ACADEMIC ACHIEVEMENT IN THE CLASSROOM

### CHALLENGE

- **Media:** Ms. Begay has three students that are performing low in every subject. She meets with her mentor teacher and asks for advice. Together they look at the recorded progress of the three students to decide what modifications might be best for their learning, but Ms. Begay isn't sure what will work and what to expect from the students. (movie)

### INITIAL THOUGHTS

- What kind of information would best help Ms. Begay evaluate her students' learning?
- Why is it important for Ms. Begay to be aware of her students' progress?
- What steps can Ms. Begay take to monitor her students' progress throughout the year?

### PERSPECTIVES AND RESOURCES

- Module Objectives (box)
  - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, the learner will:
    - Acquired knowledge about different assessment methods
    - Understood how progress monitoring can affect the academic outcomes of students
    - Learned about curriculum-based measurement and how to implement it

#### 🎧 Page 1: Year-End Assessment vs. Progress Monitoring

- Summative assessment vs. formative assessment (box)
- Year-end assessments are primarily designed to... (bulleted list)
- Progress monitoring is designed to (bulleted list)
- Year-End Testing vs. Progress Monitoring (table)
- **Media:** Jessica Weisenbach discusses the advantages using progress monitoring to assess student growth (audio)
- Myth of Fact? (box)

#### 🎧 Page 2: Types of Progress Monitoring

- Progress monitoring is a broad category of classroom assessment that can be broken into two categories
  - Graphic defining Mastery Measurement (MM) and curriculum-based measurement (CBM)
- In both mastery measurement and curriculum-based measurement... (box with bulleted list)
- With Mastery Measurement (MM)... (bulleted list)
  - Mastery Measurement (MM) probe (example with graphic)
- With curriculum-based measurement (CBM)... (bulleted list)
  - Curriculum-Based Measurement Probe (example with graphic)
- FYI (box)

- A brief summary of the two types of progress monitoring (table)
- **Activity:** Do you know the difference between the two types of progress monitoring? (box with link)
  - *Link:* Activity

### 🔍 Page 3: Curriculum-Based Measurement

- CBM consists of the following six steps (numbered list)
- Beginning-of-year probe/ end-of-year probe (examples)
- FYI (box)
- benefits to using curriculum-based measurement (bulleted list)
- **Media:** Lynn Fuchs, a leading expert in CBM describes its uses (audio)
- Summary of research findings (table)

### 🔍 Page 4: Benefits of Curriculum-Based Measurement on Student Progress

- Curriculum-based measurement helps teachers to... (bulleted list)
- Jessica Weisenbach discusses how the use of progress monitoring helped her to plan more effective instruction, evaluate student progress toward end-of-the-year goals, and communicate her students' progress to parents and other professionals (audio)
- Teachers may use CBM to... (bulleted list)
- Lynn Fuchs describes the importance of using progress monitoring in the classroom (audio)
- Myth of Fact? (box)

### 🔍 Page 5: Steps in the CBM Process

- To implement curriculum-based measurement, a teacher uses the following steps (bulleted items)
  - Step 1: Create or select appropriate tests
  - Step 2: Administer and score
  - Step 3: Graph the scores
  - Step 4: Set goals
  - Step 5: Make instructional decisions based on CBM data
  - Step 6: Communicate progress
- Click on the steps below for information on each step of the CBM process (links)
  - *Link:* Step 1: Determine the Type and Level of CBM Materials (movie)
  - *Link:* Step 2: Administration and Scoring (movie)
  - *Link:* Step 3: Graphing (movie)
  - *Link:* Step 4: Setting Goals (movie)
  - *Link:* Step 5: Making Instructional Decisions (movie)
  - *Link:* Communicating Progress (movie)
- Myth of Fact? (box)

### 🔍 Page 6: Getting Started

- *Link:* Creating or Finding Probes for Progress Monitoring (table with links)
- Pre-Reading Measures (box with links)
  - *Link:* Letter Sound Fluency
  - *Link:* Letter Naming Fluency
  - *Link:* Phoneme Segmentation Fluency
  - *Link:* Nonsense Word Fluency

- Reading Measures (box with links)
  - *Link:* Word Identification Fluency
  - *Link:* Passage Reading Fluency (teacher copy)
  - *Link:* Passage Reading Fluency (student copy)
  - *Link:* Maze Fluency
- Math Measures (box with links)
  - *Link:* Computation
  - *Link:* Concepts and Application
- Spelling Measure (box with link)
  - *Link:* Spelling
- Writing Measure (box with link)
  - *Link:* Writing

### **Page 7: Communicating Progress**

- José’s Reading Progress (graphic)
- **Media:** Jessica Weisenbachm describes how CBM has helped her communicate student progress with students, parents, and other professionals (audio)
- Myth of Fact? (box)

### **Page 8: References, Additional resources and information**

- References
- Additional Resources and Information

### **Page 9: Credits**

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

## ASSESSMENT

- “Please complete the items below” (numbered questions)

## WRAP UP

- **Media:** Summary of module (movie)
- Review responses to initial thoughts questions