

CLASSROOM ASSESSMENT (PART 2): EVALUATING READING PROGRESS



CHALLENGE

- **Media:** Ms. Begay is concerned with the reading progress of her students Jose, Luke, and Luisa. She knows that she needs to track Jose's reading progress but doesn't know what skills to track. Luke and Luisa are making progress, though are still behind the rest of the class. Jose seems to be falling further behind (movie)

INITIAL THOUGHTS

- How should Ms. Begay assess her students' reading levels and progress?
- How will Ms. Begay know if her current reading intervention is working or if her students need a different kind of instruction?
- How should Ms. Begay communicate José's reading progress?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you will:
 - Discover how to assess reading skills at each grade level, K–6
 - Identify how to set goals, monitor instruction, and adjust instruction based on students' reading scores
 - Understand how to communicate students' reading progress to other educational professionals and parents
-  **Page 1: The Benefits of Using Curriculum-Based Measurement (CBM) in Reading**
- **Media:** Lynn Fuchs discusses the purpose of using curriculum-based measurement in reading (audio)
- Benefits of CBM (bulleted list)
- CBM steps (box with numbered list)
-  **Page 2: Determining the Appropriate Type and Level of CBM Probes for Students Performing at Grade Level**
- Decide which probe is developmentally appropriate
- Reading Measures (boxes with links)
- Kindergarten
 - *Link:* Letter Sound Fluency
- First Grade
 - *Link:* Word Identification Fluency

- Mid-First Grade Through Sixth Grade
 - *Link:* Passage Reading Fluency
- Fourth Grade Through Sixth Grade
 - *Link:* Maze Fluency
- *Link:* Prepackaged reading probes
- *Link:* Make your probes

🔍 **Page 3: Determining the Appropriate Type and Level of CBM Probes (Step 1)—Students Not Reading at Grade Level**

- Passage reading fluency: PRF, assesses student’s reading level to decide what probes to use
- Assessment Guidelines (box with numbered list and table)
- Sample Passage Reading Fluency results (table)
- Jose’s placement results
- Louisa’s placement results
- Luke’s placement results

🔍 **Page 4: Administering and Scoring (Step 2)**

- Getting Materials Ready (lettered list)
- Time Savers for Administering and Scoring CBM Probes (box with bulleted lists)
 - *Link:* CBM Software
- Demonstration and Administering and Scoring of CBM probes
 - *Link:* Jose and Word Identification Fluency
 - *Link:* Luisa and Passage Reading Fluency
 - *Link:* Luke and Maze Fluency
- **Activity:** Practice administering and scoring CBM probes (box with links)

🔍 **Page 5: Graphing (Step 3)**

- Graphing CBM Data (bulleted list)
- Creating Graphs:
 - *Link:* CBM graphing software
 - Graph paper; table shows what information needs to be included (table)
- Sample CBM graph (box with graph)

🔍 **Page 6: Setting Goals (Step 4)**

- *Link:* Computer software
- Three Options for Setting End-of-the-Year Goals
 - *Link:* End-of-the-Year Performance Goals (Benchmarks):
 - *Link:* National Norms
 - *Link:* Intra-Individual Framework
- Putting all the pieces together
 - Adding the End-of-the-Year Goal (graph)
 - Drawing the Goal Line (graph)
- **Media:** Ms. Begay implements CBM in her classroom (movie)

▶ Page 7: Making Instructional Decisions (Step 5)

- Using CBM to make instructional decisions
- Decision rules
- Position of the Four Most Recent Data-Points (table)
- **Activity:** Plot the datapoints for weeks 4 through 7 (box with link)
 - *Link:* Plot CBM data points

▶ Page 8: Communicating with Students, Parents, and Other Professionals (Step 6)

- **Media:** Lynn Fuchs describes how students can use CBM graphs (audio)
- Graphs (bulleted list)
- Communicating with parents (bulleted list)
- **Media:** Jessica Weisenbach describes how she communicates CBM reading scores to parents during an IEP meeting (audio)
- **Media:** Ms. Begay shares Jose’s CBM progress at his IEP meeting (movie)
- Communicating with Other Professionals (bulleted list)

▶ Page 9: References, Additional Resources and Information

- References
- Additional Resources and Information

▶ Page 10: 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)
- Reflection on Initial Thoughts (box)