Classroom Assessment: Part 1

1. List three advantages of progress monitoring over annual achievement tests.
   - Progress monitoring has the results available directly after the administration of the assessment
   - Evaluates and modifies instruction as needs
   - Administration is done on a regular basis.

2. List two key differences between mastery measurement and CBM.

<table>
<thead>
<tr>
<th>Mastery Measurement (MM)</th>
<th>Curriculum-Based Measurement (CBM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items on tests are sampled from one part of the curriculum</td>
<td>Items on tests are sampled from the entire year’s curriculum using guidelines</td>
</tr>
<tr>
<td>The assessments are scheduled multiple times within a unit of study for each set of skills</td>
<td>The assessments are schedules multiple times over multiple skills across the school year</td>
</tr>
</tbody>
</table>

3. Name three ways CBM can be used to help at-risk students.
   - It compares the effectiveness of different instructional strategies
   - It identifies students who are not making adequate progress in a general education setting and who might need special education services
   - Tracks progress toward IEP goals for students who receive special education services

4. What are the six steps in the CBM process?
   1. **Create or select appropriate tests (probes):**
      - This probes needs to be at student’s grade level and skill level.
   2. **Administer and score**
      - Administer and score at regular intervals (weekly, bi-weekly or monthly)
      - Score and administer the same way every time to ensure reliability and validity.
   3. **Graph the scores**
      - To watch progress in an easy to understand format for students, parents and teachers.
   4. **Set Goals**
      - It is crucial to indicate the expected level of proficiency that students will demonstrate by the end of the school year and the amount of growth expected in shorter periods of time.
   5. **Make instructional decisions based on CBM data**
      - Determine whether an educational intervention is working or needs change
6. **Communicate progress**
   - Provide students, parents, and other teachers with information about student progress using CBM data and graphs.

5. **How would you use CBM when teaching multiplication fact families (e.g., times tables for 2, 3, 4)?**
   Describe what you would do for each of the six steps.
   1. Design an individualized worksheet for the student that focus on single digit multiplication factors, using the curriculum-based assessment Math Computation probe.
   2. Administer the tests for 1 minute, letting students to work individually.
   3. Score the test following the CBM rules.
   4. Graph the score of the student, into the CBM graph.
   5. Track the progress of each student in order to determine if the instruction is working depending on the scores and how they fall in the graph. Retest students on a regular basis for accurate results.
   6. Communicate progress

6. **Create a CBM implementation plan for your classroom.** Make sure you include the academic subject, frequency of administration, how you will score and graph the data, and how you will use the information for your instructional planning.

   First I will determine the appropriate reading level. I would then give 3 stories and see how many correct words per minute the student can read, after we do the 3 stories I will score the median score. I would like my student to be able to read 2 more correct words per minute each week, so I would multiply 2 times the weeks of instruction left, and then add the median score obtained previously, this will give me the desire goal to start instruction. I will then give a 1 minute reading every day and score correct words per minute and start plotting each score into the graph. I will then change instruction if I see that the student is scoring too much below the goal line or increase my goal if the student is scoring above the goal line.

   ➤ **Classroom Assessment: Part 2**

7. **List three benefits of using CBM to monitor students’ reading progress.**
   - Instead of waiting until the end of the year to review the test results and determine whether their teaching methods are effective, teachers can track their students’ growth throughout the year and make the appropriate instructional changes as needed.
   - The research shows that students who score high on CBM probes are better at decoding, identifying sight words, and comprehending than are those with lower scores.
   - Using CBM data on key reading skills, teachers can create a database to demonstrate the reading growth for each student throughout the academic year.
8. **List the six steps of the CBM process.**
   1. Determining the appropriate type and level of CBM materials
   2. Administer and score
   3. Set Goals
   4. Graphing
   5. Make instructional decisions based on CBM data
   6. Communicate progress

9. **Describe two ways that graphs of CBM data can help a teacher to discuss a student's progress with her or his parents.**

   - How their child is progressing compared to his or her past achievement
   - What goals their child is expected to meet by the end of the school year

10. **Ms. Begay has one student whose scores on the weekly probes have been falling consistently below the goal line for several weeks. At the same time, she has another student whose scores have been consistently above the goal line for the past several weeks. For each student, describe what the graphs are indicating and explain what Ms. Begay should do in each case.**

    For the student scoring below the goal line Ms. Begay should try a different instructional approach and continue to collect data to see if it helps.

    For the student that scores above the goal line Ms. Begay needs to increase the goal, the student's performance is exceeding expectations and a slightly more ambitious goal is needed.

11. **In January, a new student, Mario, joined Ms. Begay's class. Mario has a learning disability and his former grades indicate that he has been struggling academically, especially in classes that require reading. Ms. Begay has been tracking the reading progress of her students since November using CBM. She would like to track Mario's reading progress as well. How should she proceed? Include a minimum of three of the CBM procedural steps in your explanation.**

    First Ms. Begay needs to determine the appropriate type of level of CMB materials where she thinks Mario is. After Ms. Begay decided where to start she needs to administer depending on the grade level (*Letter Sound Fluency, Word Identification Fluency, Passage Reading Fluency, or Maze Fluency*). Then Ms. Begay will set the end-of-year goal, and start graphing on a regular basis to see progress, and be aware to see if a change in instruction is needed. The good thing about CBM is that you can track the progress of each student individually, so in this case it doesn't matter that she started tracking the classroom before.
Response-to Intervention, Part 1: An Overview

1. **What are the two options for identifying students with learning disabilities?** Briefly summarize each.
   - **IQ-Achievement Discrepancy Model**: It assesses whether substantial differences exist between a student’s scores on an individualized test of general intelligence and his/her scores obtained for one or more areas of academic achievement.
   - **Response-to-Intervention Approach**: Students’ are monitored to determine whether they show adequate growth following the implementation of high-quality instruction. Students who do not respond adequately to research-validated instruction in the general education classroom are provided with increasingly intensive and validated interventions. Students’ progress in skill areas of concern is monitored frequently, and the data collected inform subsequent decisions about whether a student is either appropriately responsive or still needing more intensive instruction.

2. **List at least four benefits of using an RTI approach with struggling students.**
   - Early intervening
   - Identification of learning disabilities
   - Promote immediate intervention as soon as students’ reading problems are revealed
   - Prevent substantial reading difficulties from developing
   - Ensuring that struggling readers have received high-quality instruction before referrals to special education are made

3. **Compton is a first-grade student at Rosa Parks Elementary School. His teacher, having administered a universal screening measure, has identified him as a struggling reader. Name and explain the first step in the RTI approach that she should consider when trying to help Compton.** Keep in mind that Rosa Parks uses the standard protocol approach.
   The teacher should frequently monitor (on a weekly basis) the progress to assess Compton’s performance levels and rates are improving. Teacher will have a class-wide intervention where she includes all the students on scientifically validated instruction (Tier 1).

4. **Assume that your recommendation for Question 3 was implemented; unfortunately, Compton’s progress continues to be insufficient. Name and explain the next step in the RTI approach.**
   Compton will need to get Tier 2 instruction, and I would recommend to provide additional instruction. Compton will still receive his general classroom Tier 1 reading instruction with his classmate and, in addition, he will receive Tier 2 reading instruction that will reinforce the skills he learned in the general classroom reading program.

Response-to Intervention, Part 2: Assessment

1. **What are the four components of RTI?**
   1. **Universal screening**: Screening assessment administered to all students in the class
   2. **Tier 1**: Class- or school-wide interventions
   3. **Tier 2**: Targeted interventions
   4. **Tier 3**: Intensive, individualized interventions
2. **The two types of assessment used in RTI are universal screening and progress monitoring.**
   **Describe the purpose of each of these two types of assessment.**
   
   **Universal screening:** is the administration of an assessment to all students in the classroom. The purpose of this assessment is to determine which students may be struggling with reading skills. Universal screening is typically conducted 3 times per school year, (fall, winter, and spring), and it consist of brief assessments focused on target skills.
   
   **Progress Monitoring:** student learning is evaluated on a regular basis (e.g., weekly, every two weeks) to provide useful feedback about performance to both students and teachers. The primary purpose of progress monitoring in RTI is to determine which students are not responding adequately to instruction.

3. **You are concerned about how you will complete the universal screening measure with all of your students and about how you will incorporate progress monitoring into your weekly lesson plan.**
   **To prepare for this task, complete the table below.**

   *Note: Some of the items (marked by *) have been selected by the S-Team and cannot be changed. For these items, use the information that was provided in the module. Complete the remaining items with information that will best work with your schedule.*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Questions to Consider for Planning</th>
<th>Ms. Hayes’s Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening</td>
<td>How often will the universal screening be administered (frequency)? When?</td>
<td>* 3 times. Fall (Sept), Winter (Dec) &amp; Spring (May)</td>
</tr>
<tr>
<td></td>
<td>What universal screening measure is my school using?</td>
<td>* Dolch sight word list</td>
</tr>
<tr>
<td></td>
<td>What is the selection criterion?</td>
<td>*Bottom 25% of each 1st grade class</td>
</tr>
<tr>
<td></td>
<td>What day (week/month) will I begin the administration of the universal screening measure?</td>
<td>September 8th, 2014 week</td>
</tr>
<tr>
<td></td>
<td>When during the day will I schedule the screening?</td>
<td>Last 10 min of regular silent reading</td>
</tr>
<tr>
<td></td>
<td>How much time will I set aside each day for the screening?</td>
<td>2 minutes per student</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>What progress monitoring measure(s) is my school using?</td>
<td>*CBM (Curriculum-based measurement)</td>
</tr>
<tr>
<td></td>
<td>How often will I administer progress monitoring probes?</td>
<td>*Once a week</td>
</tr>
<tr>
<td></td>
<td>On which students will I collect progress monitoring data?</td>
<td>Bottom 25% of the class (DeJuan, Megan, Ryan, LaToya &amp; Jack)</td>
</tr>
<tr>
<td></td>
<td>When will I schedule the administration of probes (days/time)?</td>
<td>Every Monday, at 8:30 am (during reading class)</td>
</tr>
<tr>
<td></td>
<td>What is the criterion set by the school to warrant Tier 2 placement?</td>
<td>*When students are receiving high-quality instruction in Tier 1 and is not responding adequately.</td>
</tr>
<tr>
<td></td>
<td>Who will graph the data?</td>
<td>Student will graph his/her own data</td>
</tr>
</tbody>
</table>
In September, you administer the beginning-of-year universal screening using a Dolch sight word list. Below is a list of the students’ scores. (Remember that Rosa Parks identifies the students scoring in the bottom 25 percent as struggling readers.)

4.1. **What steps would you take to determine which students are in the bottom 25 percent of the class?**

   Arrange the students by the result of the Dolch sight word list, from higher to lower. Divide the total # of students by .25 (25%), and the result that you get will be the number of students from the bottom of the list that you would identify as strugglers.

4.2. **List the names of the struggling students and describe what will happen to them during Tier 1 instruction.**

   Following my answer from question 4.1 I should only get 4 students to get the bottom 25% but the 5th student has the same score as the first one (10) so I would take both of the students that scored 10. The names of the struggling students are: Porter (10), Abby (10), Maverick (9), Carson (7), and Peyton (6).

   After 8 weeks of Tier 1 instruction and weekly progress monitoring, the students will be evaluated to see if they are benefiting from the high-quality general education classroom instruction, if a student is not making the adequate progress will be given Tier 2 instruction.

4.3. **Imagine that the criterion for identifying struggling readers is a score below 15. How would this new criterion affect the number of students being identified as struggling readers?**

<table>
<thead>
<tr>
<th>Sasha 30</th>
<th>Keisha 2</th>
<th>Bobby 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peyton 6</td>
<td>Dylan 17</td>
<td>Rachel 11</td>
</tr>
<tr>
<td>Sam 18</td>
<td>Kaitlyn 13</td>
<td>Maverick 9</td>
</tr>
<tr>
<td>Kamini 19</td>
<td>Carson 7</td>
<td>Kayleigh 16</td>
</tr>
<tr>
<td>Christopher 14</td>
<td>Andrew 20</td>
<td>Porter 10</td>
</tr>
<tr>
<td>Abby 10</td>
<td>Holly 15</td>
<td>Shantaya 14</td>
</tr>
</tbody>
</table>

Yes, this would affect the number of students being identified as struggling readers. If we use that criterion in addition to the ones identified with the 25% Shantaya, Christopher, Kaitlyn, Bobby, and Rachel would be also identified as struggling readers, since their scores are below 15.
5. Below are the graphs for three students. View each graph and make a tier decision for each student. The benchmark and slope criteria are those used for the WIF (i.e., slope ≥ 1.8; fall benchmark = 15; winter benchmark = 25; spring benchmark = 30). Remember to use the slope calculator located on Perspectives and Resources Page 5.

Student’s 1 rate of growth is 1.86, which is at the WIF criterion of 1.8. Student 1 slope is a little over the specified rate of growth indicates that he is making adequate progress with high-quality general education Tier 1 instruction.

Student’s 2 slope is 0.79, which is less than the specific WIF criterion of 1.8. Student 2 would benefit of more intensive instruction, Tier 3.

Student’s slope is 0.66 which is less than the specific WIF criterion of 1.8. Student 2 would benefit of more intensive instruction, Tier 3.