

Curriculum Based MeasurementsTest: Curriculum Based Measures

Examiner:

Date of Information:

Curriculum based measures are obtained in reading, written language and mathematics to assess development of fluency and automaticity (how fast a student can perform) in these basic skill areas. The speed with which one can perform basic skills (read, write, and calculate math problems) increases gradually as skill proficiency develops. The goal in basic skills is to attain automaticity, which is the ability to perform the basic skill quickly without errors and in the presence of distracters (without concentrating) or while doing other tasks. Automaticity comes after accuracy and after becoming fluent, and only with considerable practice.

Reading: Automaticity in reading is normally achieved at about 140 to 160 words per minute with 95% accuracy by the end of third grade in age appropriate reading material. Jaxen's reading fluency/automaticity was assessed using three one-minute unrehearsed oral reading passages at the 9th grade level.

Date	Words Read	Errors	Words Correct Per Minute	Accuracy %
9-26-16	40	10	30	75%
	69	8	61	88%
	86	9	77	90%
MEDIAN	69	8	61	88%
BENCHMARK at the 50 th percentile = 146 Words Correct Per Minute				

INTERPRETATION: The student was able to read 69 words per minute with 8 errors. This score places him below the 10th percentile, which is within the below average range as compared to same age peers. The student read this passage with 88% accuracy, which would indicate that this passage was at a frustration level. The errors that the student made would have impacted his comprehension of the passages.

The following types of errors were made:

- Substitution: albatross/albacross, soaring/solving, loved/loves, adored/above, deliver/devine, those/the, feates/fates, moving/moaning, new/good, nine/ninth, twelve/twenty, toboggan/typers, lazily/lazy, her/she, crammed/carrying, vast/vets, on/one, fountain/mountain, a/an, statue/stable
- Self-Corrections: 1
- Reversals: overlooking/lookingover
- Told Word: swooping

Reading Comprehension: Reading MAZE Passages are derived from narrative fiction passages carefully written and tested with students to ensure that the passages within each grade level are similar in difficulty. MAZE is a multiple-choice cloze task that students complete by reading the passage silently. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. The student has three minutes to read the passage and identify the word that correctly completes the sentence.

Date	Total Responses	Errors	Correct Responses	Benchmark at the 50th Percentile	Student Percentile
9-26-16	9	2	7	25	1 st percentile

INTERPRETATION:

The student was presented with a 9th grade Reading MAZE Passage and was given three minutes to read and identify the missing words. He had 9 total responses and 2 errors. This score places him at the 1st percentile, which is within the below average range as compared to same age peers. The student completed this task with 78% accuracy, which would indicate he did not comprehend the text.

Written Language: Automaticity in Written Language is measured through a three minute timing of writing. The number of correct word sequences (two adjacent, correctly spelled words that are acceptable within the context of the phrase to a native English speaker) are counted in addition to capitalization and punctuation. Total words written are also counted. Using a three minute timed writing (with 30 seconds to plan, and three minutes to write), the student's written expression results are as follows:

Date	Total Number of Words	50 th Percentile	Correct Writing Sequences	50 th Percentile	Words Spelled Correctly	50 th Percentile
9-26-16	37	63	32	55	23	49

INTERPRETATION:

The student was able to write 3 sentences for a given topic. In the area of **Words Spelled Correctly**, the student scored at the 15th percentile. In the areas of **Total Number of Words** and **Correct Writing Sequences**, he scored at the 10th percentile. The student's writing sample was somewhat difficult to read as he had limited alignment, spacing, and letter formations. These scores are within the below average range as compared to same age peers. The student made the following types of errors:

- No capitalization at the beginning of sentences
- Capitalized words in the middle of sentences
- No punctuation at the end of sentences
- Run-on sentences
- Semantics

Math: Students need to become fluent or automatic in math computation, concepts and application problems. The Math Computation assessment is an 8 minutes timed test that yields general math computation performance information. The items are aligned with the National Council of Teachers of Mathematics standards. The Math Concepts and Applications is a test of short duration, (8 – 10 minutes) that assesses general mathematics problem-solving skills expected in grade 2 – 8.

Math Computation	Benchmark at the 50 th Percentile	Student Score	Percentile
9-26-16	19 points	6 points	10 th percentile

Math Concepts and Applications	Benchmark at the 50 th Percentile	Student Score	Percentile
9-26-16	10 points	6 points	25 th percentile

INTERPRETATION:

In the area of **Math Computation**, the student attempted to solve 10 problems and had 6 of them correct. This score places him at the 10th percentile, which is within the below average range as compared to same age peers. He was able to solve algebraic expressions and multiple a negative and positive number. He made errors when multiplying negative numbers and solving exponents.

In the area of **Math Concepts and Applications**, the student attempted to solve 8 problems and had 6 of them correct. This score places him at the 25th percentile, which is within the slightly below average range as compared to same age peers. He was able to order a set of decimals from least to greatest, solve a story problem (multiple choice), solve an algebraic expression, find the missing number in a sequence, interpret a table, and solve a story problem by converting centimeters to meters. He made errors when interpreting a bar graph and writing an answer as an integer.

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Date	Letter Naming Fluency	Errors	Letters Correct Per Minute	Percentile
5-12-16	68	0	68	70 th percentile
Grade K BENCHMARK at the 50 th percentile = 52 Letters Correct Per Minute				

Date	Sound Naming Fluency	Errors	Sounds Correct Per Minute	Percentile
5-12-16	44	5	39	20 th percentile
Grade K BENCHMARK at the 50 th percentile = 54 Sounds Correct Per Minute				

INTERPRETATION:

- Observations were made during the testing session. The student came willingly with the examiner and appeared to be comfortable and at ease. He was easily distracted and restless. He had difficulty sitting in his chair. He responded positively to re-direction.
- In the area of Letter Naming Fluency, the student was able to recite 68 letters per minute with 0 errors. This score places him at the 70th percentile, which is within the average range.
- In the area of Sound Naming Fluency, the student was able to recite 44 letter sounds with 5 errors. This score places him at the 20th percentile, which is within the below average range. He made the following sound errors:
Told: u
Substitutions: b (d), e (a), j (i), u (y)
- These scores are compared to same age peers.

Date	Oral Counting	Errors	Counting Per Minute	Percentile
5-12-16	70	2	68	30 th percentile
Grade K BENCHMARK at the 50 th percentile = Oral Counting to 78 Per Minute				

Date	Number Identification	Errors	Numbers Correct Per Minute	Percentile
5-12-16	56	0	56	50 th percentile
Grade K BENCHMARK at the 50 th percentile = 56 Numbers Correct Per Minute				

Date	Quantity Discrimination	Errors	Numbers Correct Per Minute	Percentile
5-12-16	28	1	27	45 th percentile
Grade K BENCHMARK at the 50 th percentile = 28 Numbers Correct Per Minute				

Date	Missing Numbers	Errors	Numbers Correct Per Minute	Percentile
5-12-16	10	3	7	10 th percentile
Grade K BENCHMARK at the 50 th percentile = 16 Numbers Correct Per Minute				

INTERPRETATION:

- Observations were made during the testing session. The student came willingly with the examiner and appeared to be comfortable and at ease. He was easily distracted and restless. He had difficulty sitting in his chair. He responded positively to re-direction.
- In the area of Oral Counting, the student was able to count to 70 with 2 errors (44, 66). This score places him at the 30th percentile, which is within the slightly below average range.
- In the area of Number Identification, the student was able to identify numbers 0-10 at a rate of 56 numbers per minute. This score places him at the 50th percentile, which is within the average range.
- In the area of Quantity Discrimination, the student was able to identify the largest number in a set, 0-10, at a rate of 28 numbers per minute with 1 error. This score places him at the 45th percentile, which is within the average range.
- In the area of Missing Numbers, the student was able to identify the missing number in a set at a rate of 10 numbers per minute with 3 errors. This score places him at the 10th percentile, which is within the below average range.
- These scores are compared to same age peers.

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Date	Letter Naming Fluency	Errors	Letters Correct Per Minute
4-25-16	55	0	55

Date	Sound Naming Fluency	Errors	Sounds Correct Per Minute
4-25-16	30	1	29

INTERPRETATION: In the area of Letter Naming Fluency, the student is able to recite 55 letter names per minute with 3 errors. Students typically master this skill at a rate of 63 letters per minute by the end of 1st grade. In the area of Sound Naming Fluency, she is able to recite 30 letter sounds per minute with 1 error. Students typically master this skill at a rate of 54 sounds per minute by the end of 1st grade.

Dolch Words: The end of year goal is for students to pass each list with a minimum score of 90% accuracy. The student has obtained the following scores:

List	Words Passed	Percent
A	36/40	90%
B	51/52	98%
C	26/41	63%
D	Not Assessed	-

Instructional Level Expectations for Reading:

End of Year Benchmark for Grade 2	Student Level
Level N+: Exceeds Expectations Levels M/N: Meets Expectations Level L: Approaches Expectations (Needs Short-Term Intervention) Below Level L: Does Not Meet Expectations (Needs Intensive Interventions)	The student is currently at Level F: Does Not Meet Expectations (Needs Intensive Interventions)

INTERPETATION: Addison's Instructional Level for Reading is Level F which indicates she is not meeting the 2nd grade benchmark. The end of year benchmark is to be at Level M/N.

Reading: Automaticity in reading is normally achieved at about 140 to 160 words per minute with 95% accuracy by the end of third grade in age appropriate reading material. The student's reading fluency/automaticity was assessed using three one-minute unrehearsed oral reading passages at the 2nd grade level.

Date	Words Read	Errors	Words Correct Per Minute	Accuracy %
4-25-16	27	5	22	81%
	29	9	20	69%
	28	9	19	68%
MEDIAN	29	9	20	69%
Grade 2 BENCHMARK at the 50 th percentile = 106 Words Correct Per Minute				

INTERPRETATION: The student was able to read 29 words per minute with 9 errors. This score places her below the 10th percentile, which is within the below average range as compared to same age peers. The student read this passage with 69% accuracy, which indicates she would not comprehend the text. The following types of errors were made:

- Substitution: got/get, shop/stop, I've/live, holder/horn, very/every, from/far, far, for,
- Told Words: ago, snows, wanted, speed, mountain, window, shiny, hand, sighed, Mary, every, hurt, I'll, never, able, Mark

The following reading fluency assessment is made by asking the student to read grade level passages orally. The goal is to have the student read the passage, which consists of 33 words, without experiencing difficulty with more than one word (97% accuracy). The following is a summary of the student's results:

Date	Grade Level	Errors	Accuracy %
4-25-16	Primer	0	100%
	Grade 1	1	97%
	Grade 2	7	79%

INTERPRETATION: These scores indicate that the student would be able to read independently at the primer level and 1st grade text would be her instructional level.

Reading Comprehension: Reading MAZE Passages are derived from narrative fiction passages carefully written and tested with students to ensure that the passages within each grade level are similar in difficulty. MAZE is a multiple-choice cloze task that students complete by reading the passage silently. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from the original passage. The student has three minutes to read the passage and identify the word that correctly completes the sentence.

Date	Total Responses	Errors	Correct Responses	Grade 2 Benchmark at the 50th Percentile	Student Percentile
4-25-16	6	4	2	15	2 nd percentile

INTERPRETATION:

The student was presented with 2nd grade Reading MAZE Passage and was given three minutes to read and identify the missing words. She had 6 total responses and 2 errors. This score places her at the 2nd percentile, which is within the below average range as compared to same age peers. She completed this task with 33% accuracy, which indicates she did not comprehend the text.

This reading comprehension assessment is made by asking the student to read grade level passages silently and then answer 5 comprehension questions with at least 80% accuracy. The following is a summary of the student's results:

Date	Grade Level	Errors	Accuracy %
4-25-16	Grade 1	0	100%
	Grade 2	2	60%

INTERPRETATION:

The student's scores would indicate that she would have difficulty reading and comprehending passages independently at the 2nd grade level.

Written Language: Automaticity in Written Language is measured through a three minute timing of writing. The number of correct word sequences (two adjacent, correctly spelled words that are acceptable within the context of the phrase to a native English speaker) are counted in addition to capitalization and punctuation. Total words written are also counted. Using a three minute timed writing (with 30 seconds to plan, and three minutes to write), the student's written expression results are as follows:

Date	Total Number of Words	50 th Percentile	Correct Writing Sequences	50 th Percentile	Words Spelled Correctly	50 th Percentile
4-26-16	0	32	0	24	0	21

INTERPRETATION:

The student was not able to write sentences for a given topic. This indicates that her written expression skills are significantly below the level of her same age peers. When given a model sentence to copy from, the student was able to do so correctly.

Math: Students need to become fluent or automatic in math computation, concepts and application problems. The Math Computation assessment is an 8 minutes timed test that yields general math computation performance information. The items are aligned with the National Council of Teachers of Mathematics standards. The Math Concepts and Applications is a test of short duration, (8 – 10 minutes) that assesses general mathematics problem-solving skills expected in grade 2 – 8.

Math Computation	2 nd Grade Benchmark (50 th %)	Student Score	Percentile
4-26-16	40	32	25 th percentile

Math Concepts and Applications	2 nd Grade Benchmark (50 th %)	Student Score	Percentile
4-26-16	21	11	20 th percentile

INTERPRETATION:

In the area of **Math Computation**, the student attempted to solve 23 problems and had 21 of them correct. This score places her at the 25th percentile, which is within the below average range as compared to same age peers. She made two errors when subtracting teen numbers.

In the area of **Math Concepts and Applications**, the student attempted to solve 14 problems and had 11 of them correct. This assessment was presented orally to Addison. This score places her at the 20th percentile, which is within the below average range as compared to same age peers. She was able to identify the length of an object, find the largest and smallest number in a group (100's), solve an addition story problem, add a sequence of 3 numbers, interpret a bar graph, complete a number sequence, solve a subtraction story problem, add a group of mixed coins, and interpret the operation needed to make a number sentence true. She made errors when finding the height of an object, telling time to the hour, and ordinal numbers.

