CBM: Reading

Amy Conklin, School Psychologist
&
Michaela Driscoll, School Psychologist

Purpose

Provide overview of critical reading skills

Provide access to (FREE!) resources for reading assessment and progress monitoring

Provide practice using assessment data to establish risk and write IEP goals

Oral Reading Fluency

What is Oral Reading Fluency:

The ability to read text with accuracy, appropriate rate, and good expression (National Reading Panel, 2000)

Children are successful with decoding when the process used to identify words is fast and nearly effortless or automatic. By: N. Mather and Sam Goldstein (2001)

Meyer and Felton defined *fluency* as "'the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding" (1999, p. 284). Children are successful with decoding when the process used to identify words is fast and nearly effortless or automatic. As noted, the concept of automaticity refers to a student's ability to recognize words rapidly with little attention required to the word's appearance. The ability to read words by sight automatically is the key to skilled reading (Ehri, 1998).
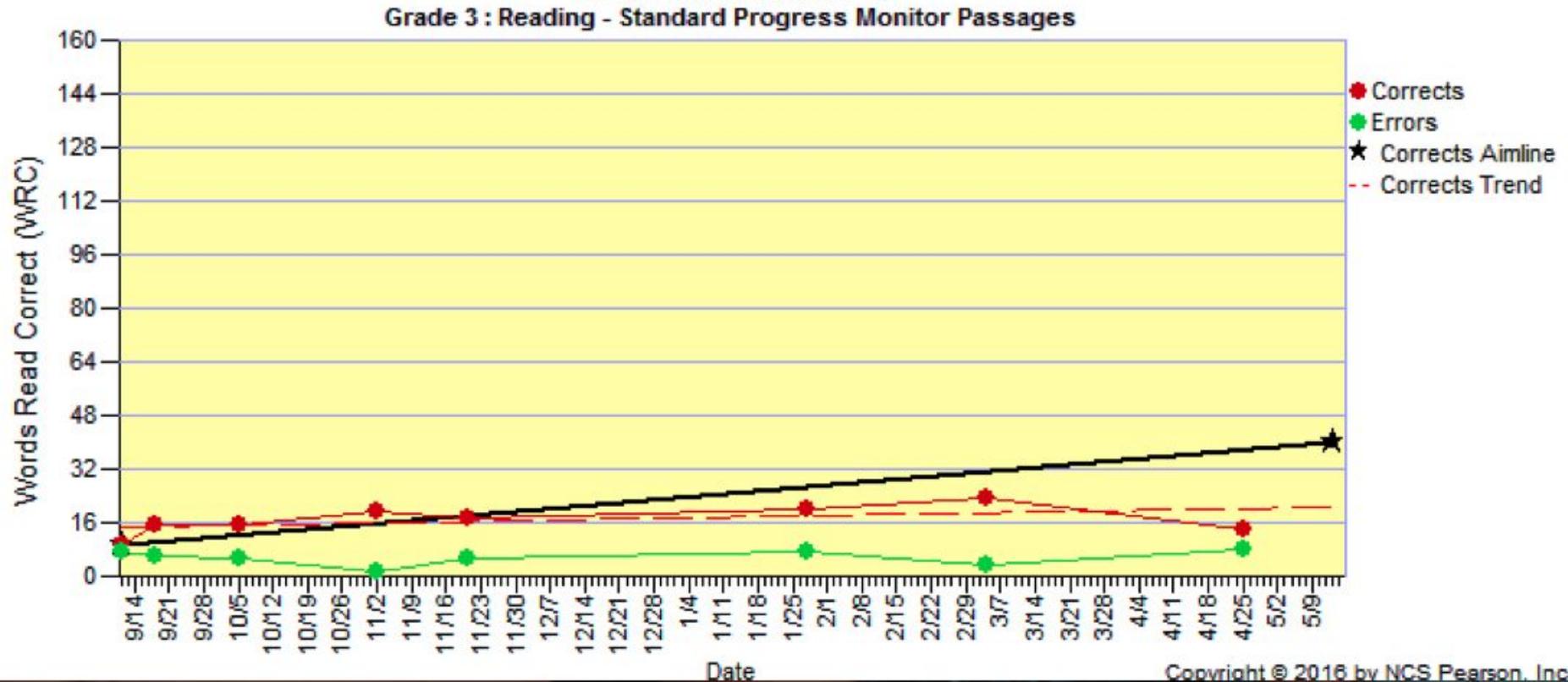
Oral Reading Fluency

Why Measure Fluency:

1. Easily observable/measurable
2. It is an essential component of a student's global reading skills
3. Best predictor of future reading success (through grade 3)

(Hosp, Hosp, & Howell, 2007).

Jim Wright, "How to assess the common core' (2013)

Progress Monitoring Utilizing Oral Reading Fluency

Grade 3 : Reading - Standard Progress Monitor Passages

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Oral Reading Fluency: How to Assess

Curriculum-Based Measurement Probes:

- Student reads aloud from a grade level reading passage for 1 minute

- Scored for words correct in one minute

- Administration Guidelines and Directions at CBM Warehouse

video

It was a pretty good	5
composition. I felt proud knowing	10
it was the best one at my school.	18
After I'd read it five times,	24
I was impatient to start	29
reading it out loud.	33
I followed the book's	37
directions again. First I read the	43
composition out loud without	47
trying to sound impressive, just one	53
time. Then I moved over to my	60
full-length mirror and read the	66
composition out loud in front	71
of it a few times. At first I just	80
read it. Then I practiced looking	86
up and making eye contact. Now	92
I felt ready to present my	98
composition to the class.	102

Total Words Read: 60
Errors: 4
Words Read Correctly: 56

Oral Reading Fluency

Where can you find grade level CBM reading fluency probes?

Free Online Resources:

EasyCBM (need to create an account)

CBM Warehouse at InterventionCentral (create your own probes)

District Resources:

AIMSweb (district administrator will have to create account)

DIBELS (need to create account)

Oral Reading Fluency

Norms and Guidelines: How do we know what's expected?

CBM: Oral Reading Fluency Norms (Jim Wright)

District Criteria:

- AIMSweb (national and local norms, benchmark targets)
- DIBELS (national and local norms, benchmark targets)

Case Study - Jimmy

Guided Practice:

Jimmy is a third grade student on your caseload and is reading 19 words per minute with 95% accuracy on third grade level probes in the fall.

1. Use norm table to establish percentile band
2. Is this a potential goal area?
3. What would a goal be using the expected growth rate?

Case Study - Jimmy

Guided Practice:

Below 10th percentile (High Risk/Tier 3)

Definitely a goal area

Goal: By Sept. 2017, Jimmy will read 48 words per minute at the 3rd grade level.

How did we come up with 48 wpm for the goal?
(Weeks of instruction: 36) x (expected growth rate: .08) = wpm to be gained in 1 yr
(Jimmy's baseline: 19) + (wpm to be gained: 28.8) = goal: 48

Case Study - Susie

More Practice:

Susie is a 2nd grade student reading 20 words per minute in December.

1. Use norm table to establish percentile band
2. Is this a potential goal area?
3. What would a goal be using expected growth rate?

Case Study - Susie (answers)

Between the 10th-25th percentile Tier 2

Possibly a goal area.

Given intensive intervention:

By December 6th, 2017, Susie will read 63 words per minute on a 3rd grade level probe.

(which would move the student to above the 25th percentile if she maintained the expected growth rate of 1.1 words per week suggested for students at the 25th percentile)

Comprehension

What is Comprehension? the complex cognitive process involving the intentional interaction between reader and text to extract meaning.
http://reading.uoregon.edu/big_ideas/comp/comp_what.php

Skills that encompass reading comprehension include:

- Strong reading vocabulary
- Fluent Decoding
- Efficient and effective "fix up" strategies when encountering unknown words
- Attention
- Motivation

(NICH, 2000; How the Common Core Works Series; Jim Wright, 2013)

Comprehension: How to Assess

MAZE Probes

WHAT: 3 minute timed reading passage with 7th word deleted and 3 choices for completion

WHY: Simple, time-efficient, research-based

Maze Passages have been found to be better predictors of future reading performance than CBM oral reading fluency for students in grades 4 or higher

(Hosp, Hosp & Howell, 2007)

Comprehension-MAZE

HOW: Administration Guide, Directions, and Norms (CBM Warehouse)

WHERE: to find MAZE Probes

- Create your own at CBM Warehouse
- AIMSweb
- DIBELS Next

Case Study - Tristan

Tristan is a 5th grader who scored 12 correct on a grade level MAZE probe in December.

1. Use norm table to establish percentile band
2. Is this a potential goal area?
3. What would a goal be?

Case Study - Tristan

Tristan's Score: 12
Target Score: 22
Average Range: 14-30
(+/- 1 Standard Deviation)
Weekly Growth 0.40

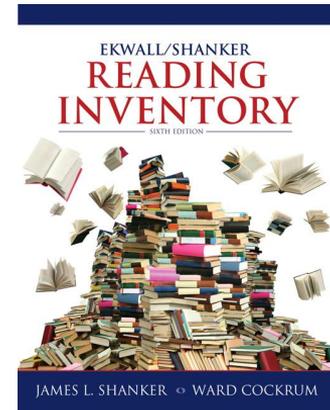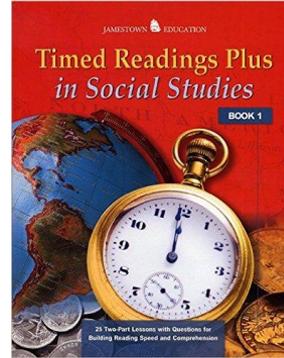Tristan's score of 12 is well below the expected range for fifth graders.

Showing a need for intervention/goal

GOAL: By December 2017, Tristan will score 26 on a 5th grade level MAZE reading comprehension probe.

Comprehension: How to Assess?

Additional Measures/Resources:

- [Jamestown Reading Series](#)

- [Ekwall/Shanker Reading Inventory](#)

- [EasyCBM](#) (online probe generator)

Early Literacy: Phonemic Awareness

What is Phonemic Awareness?

- The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992; http://reading.uoregon.edu/big_ideas/pa/pa_what.php)
- It is AUDITORY--no print involved!

Why is it Important?

- essential to learning to read in an alphabetic writing system, because letters represent sounds or phonemes. Without phonemic awareness, phonics makes little sense.
- a strong predictor of children who experience early reading success.

Phonemic Awareness: How to Assess

Phonemic Awareness: First Sound Fluency

WHAT: 1 minute timed probe; scored for correct isolation of initial sounds of words

WHO: Kindergarten students

HOW: Video link

WHERE: to find First Sound Fluency Probes
- DIBELS (create your own account if district is not a member)

Phonemic Awareness: How to Assess

Phonemic Awareness--Phonemic Segmentation Fluency

WHAT: 1 minute timed probe; scored for correctly segmented sounds in words

WHO: mid K-1st grade

HOW: Video link

WHERE: to find Phonemic Segmentation Probes
- DIBELS (create your own account if district is not a member)
- AIMSweb (if your district is a member)
- EasyCBM (create your own account)

Early Literacy: Phonemic Awareness

Phonemic Awareness Assessment Measures	Where to find them	When to Assess it
First Sound Fluency	DIBELS	Beginning to Mid K
Phonemic Segmentation Fluency	AIMSweb DIBELS Easy CBM	Mid K-End of 1st Grade
Phonological Awareness Skills Tests	(PAST):	Pre-K through End of 1st

Early Literacy: The Alphabetic Principle

The Alphabetic Principle:

A Definition: the understanding that letters in words are systematically represented by sounds.

Two Essential Skills (to establish K-3):

1. **Letter-Sound Correspondences:** comprised initially of individual letter sounds and progresses to more complex letter combinations.
2. **Word Reading:** comprised initially of reading simple CVC words and progresses to compound words, multisyllabic words, and sight words

Early Literacy: The Alphabetic Principle

Why is it Important?

Letter-sound knowledge is prerequisite to effective word identification. A primary difference between good and poor readers is the ability to use letter-sound correspondence to identify words (Juel, 1991; see [References](#)).

Students who acquire and apply the alphabetic principle early in their reading careers reap long-term benefits (Stanovich, 1986; see [References](#)).

Teaching students to phonologically recode words is a difficult, demanding, yet achievable goal with long-lasting effects (Liberman & Liberman, 1990; see [References](#)).

http://reading.uoregon.edu/big_ideas/au/au_what.php

The Alphabetic Principle: How to Assess

Alphabetic Principle--Skill 1: Letter Sound Fluency

WHAT: 1 minute timed probe; scored for correct letter sounds in one minute

WHO: K students in winter - 1st graders in fall

HOW: Administration Guide, Directions, and Norms (CBM Warehouse)

Video link

WHERE: to find Letter Sound Fluency Probes
- Create your own at CBM Warehouse
- AIMSweb

The Alphabetic Principle: How to Assess

Alphabetic Principle--Skill 2: Nonsense Word Fluency

WHAT: 1 minute timed probe; scored for correct letter sounds in one minute; can be scored for whole words read

HOW: Video link

WHERE: to find Nonsense Word Fluency Probes

- AIMSweb (district must be member)
- DIBELS (create your own account if district is not a member)

Early Literacy: The Alphabetic Principle

Alphabetic Principle--How to assess it:

Measure	Where	When
Letter-Sound Fluency	AIMSweb, easyCBM CBM Warehouse	Mid-K, 1, +
Nonsense Word Fluency	AIMSweb,DIBELS	Kindergarten, 1, 2 +
Nonsense Word Fluency (whole words read)	DIBELS	Kindergarten, 1, 2 +
Quick Phonics Screener	(unofficial web resource)	Kindergarten, 1, 2 +

Case Study - Arianna Again

Arianna is a 1st grade student who scored 50 correct sounds on a Phonemic Segmentation Fluency (PSF) probe and 20 correct sounds on a Nonsense Word Fluency probe when assessed in May.

1. Use DIBELS risk levels chart to establish level of risk for each skill
2. Which skills are potential instructional targets?
3. What would a goal be?

Case Study - Arianna - Answers

Phonemic Segmentation Fluency:

PSF score of 50 = Low Risk; Not discrepant from peers

No need for supplemental instruction and/or a goal

Nonsense Word Fluency:

NWF score of 20 = High Risk; Highly discrepant from peers

Requires intensive intervention and a goal

GOAL: By May 2017, Arianna will score _____ correct sounds on a NWF probe.

CBM: Resources

Intervention Central's CBM Warehouse:
http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests

Easy CBM: https://www.easycbm.com/

DIBELS/DIBELSNext: https://dibels.uoregon.edu/

Aimsweb: http://www.aimsweb.com/

Florida Center for Reading Research: http://www.fcrr.org/assessment/ET/index.html

Big Ideas in Beginning Reading: http://reading.uoregon.edu/