

Determining Adequate Progress in Math, Reading and Writing

Math (Digits Correct) (Data from Fuchs, Fuchs, Hamlett, Walz, and Germann (1993) pg 109-111 "The ABCs of CBM")

Grade Level	Realistic Level	Ambitious Level
1-3	.3	.5
4	.70	1.15
5	.75	1.20
6	.45	1

Formula: (# of weeks being progressed Monitored) X (Ambitious Level for actual grade level of student) + (Baseline # of Digits Correct) = Expected # of Digits Correct

eg. A fourth grade student currently computing 10 digits correct will be monitored for 9 weeks.

9 weeks X 1.15 (weekly increase in Digits Correct) = 10.35 + 10 (baseline dc) = 21.5 Expected # of Digits Correct at end of 9 week period.

Reading (Words Read Correctly) (Data from Fuchs et al. (1993) pg 47-49 "The ABCs of CBM")

Grade Level	Realistic Level	Ambitious Level
1	2	3
2	1.5	2
3	1	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

Formula: (# of weeks being progressed Monitored) X (Ambitious Level for actual grade level of student) + (Baseline # of Words Read Correctly) = Expected # of Words Read Correctly

eg. A fifth grade student currently reading 22 words correctly will be monitored for 10 weeks.

10 weeks X .8 (weekly ambitious increase in words read correctly) = 8.0 + 22 (baseline wrc) =30.0 Expected # of Words Read Correctly at end of 10 week period.

Reading Comprehension (Maze) (Words Correctly Restored) (Data from Fuchs and Fuchs (2004)

pg 47 & 50 "The ABCs of CBM")

Grade Level	Ambitious Growth Rate per week (WCR)
1	0.4
2	0.4
3	0.4
4	0.4
5	0.4
6	0.4

Formula: (# of weeks being progressed Monitored) X (Ambitious Level for actual grade level of student) + (Baseline # of Words Correctly Restored) = Expected # of Words Correctly Restored

eg. A fifth grade student currently restoring 22 words correctly will be monitored for 10 weeks.

10 weeks X .4 (weekly ambitious increase in words correctly restored) = 4.0 + 22 (baseline wrc) =26.0
Expected # of Words Correctly Restored at end of 10 week period.

Writing (Correct Writing Sequence) (Data from AIMSweb (2008) pg 95 "The ABCs of CBM")

Grade Level	Realistic Levels
K	0-2
1	3-9
2	10-20
3	21-29
4	30-39
5	40-45
6	46-50
Jr. High	51+

Writing (Words Spelled Correctly)

Grade Level	Words Spelled Correctly
K	0-15
1	16-28
2	29-37
3	38-41
4	42-49
5	50-53
6	54+

Research norms from Mirkin, P.K., Deno, S.L., Fuchs, L., Wesson, C., Tindal, G., Marston, D., and Kuehnle, K. (1981) Procedures to develop and monitor progress on IEP goals. Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities.