



## Appendix B

Reproducibles for each Chapter include:

Chapters 3:

Quick administration and scoring guides for ORF CBM and Maze CBM  
Survey Level Assessment for Oral Reading Fluency

Chapter 4:

Quick administration and scoring guides for LSF CBM and WIF CBM

Chapter 5:

Quick administration and scoring guides for Spelling CBM (grades 1 & 2 and grades 3+)

Chapter 6:

Quick administration and scoring guides for Writing CBM

Chapter 7:

Quick administration and scoring guides for Math CBM (mixed-math and single-skill)  
Survey Level Assessment for Math

Chapter 8:

Graph for progress monitoring data

Chapter 9:

Checklist for Using CBM Before, During, and After Initial Implementation

Additional Information:

General Fidelity Checklist for Conducting CBM

## Quick Administration Guide for ORF CBM

- Place the copy of the student passage in front of the student.
- Place the examiner copy on clipboard so the student cannot see it.
- Say: ***“When I say ‘begin’ start reading aloud at the top of the page. Read across the page (point to the first line of the passage). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Do you have any questions?”*** ***“Begin”***. (Trigger stopwatch or timer for 1 minute)
- Follow along on the examiner copy as the student reads and put a slash (/) through any incorrect words.
- At the end of one minute, say ***“Thank You”*** and mark the last word read with a bracket (]).

Adapted from Shinn (1989)

## Quick Administration Guide for ORF CBM

- Place the copy of the student passage in front of the student.
- Place the examiner copy on clipboard so the student cannot see it.
- ***“I would like you to read this story aloud for me. Please start here (point to the first word on the Student’s Copy) and read aloud. This is not a race. Try each word. If you come to a word that you do not know, you may skip it and go to the next word. You may start when I say “Begin.” You may stop when I say, “Stop reading.” Do you have any questions?”*** ***“Begin”***. (Trigger stopwatch or timer for 1 minute)
- Follow along on the teacher/examiner copy as the student reads and put an “X” through any incorrect words.
- At the end of one minute, say ***“Stop Reading”*** and mark the end of the last word read with a slash (/).

Adapted from Edcheckup (2005)

## Quick Administration Guide for Maze CBM with Examples

- 1) Place a copy of the student passage with the *examples* in front of each student.
- 2) Say: ***“Today I want you to read a short story. The story you will read has some places where you will need to choose the correct word. Read the story. When you come to three words in dark print, choose the word that belongs in the sentence.”***  
***“We will do some examples. Look at the first page. Read the sentence. The sentence says: Bill threw the ball to Jane. Jan caught the (dog, bat, ball). Which one of the three words belongs in the sentence?”***
- 3) After the students respond say: ***“The word ball belongs in the sentence; Bill threw the ball to Jane. Jane caught the ball. Circle the word ball.”***
- 4) ***“Now let’s try sentence number two. Read the sentence. The sentence says: Tom said, “Now you (jump, throw, talk) the ball to me.” Which of the three words belong in the sentence?”***
- 5) After the students respond say: ***“The word throw belongs in the sentence, now you throw the ball to me. Circle the word throw.”***
- 6) Place a copy of the student passage in front of each student face down.

(continued on other side)

7) Say: ***“Now you are going to do the same thing by yourself. You will read a story for one minute. When I say “Stop”, stop reading. Do not begin reading until I tell you to start. Whenever you come to three words that are in dark print, circle the word that belongs in the sentence.”***

***“Choose a word even if you’re not sure of the answer. At the end of 1 minute, I will say “Stop”. If you finish early, check your answers. Do not go on to the next page. You may turn your paper over and begin when I say “Start”. Are there any questions?”***

***“Remember to do the best you can. Pick up your pencils. Ready? Start”.***

*(Trigger stop watch or timer for 1 minute)*

8) Walk around the room to monitor that students are only circling one word per set and not skipping around the page.

9) At the end of one minute say ***“Stop. Put your pencils down.”***

10) Separately administer two more passages using the following directions:

11) Say: ***“Now you will do the same thing with another story. Remember to choose the word that belongs in the sentence. Choose a word even if you’re not sure of the answer. You may begin when I tell you to.”*** *(Trigger stop watch or timer for 1 minute)*

12) At the end of one minute say ***“Stop. Put your pencils down.”***

13) Collect all the student sheets

Adapted from Edcheckup (2005)

## Quick Administration Guide for Maze CBM without Examples

- Place a copy of the student passage in front of each student face down. (It is helpful to have the students name already on the sheet before starting.)
- Say: ***“When I say ‘begin’ turn to the first story and start reading silently. When you come to a group of three words, circle the one word that makes the most sense. Work as quickly as you can without making mistakes. If you finish the page, turn the page and keep working until I say ‘Thank you’ or you are all done. Do you have any questions?”***  
***“Begin”***. (Trigger stopwatch or timer for 3 minutes)
- Walk around the room to monitor that students are only circling one word per set and not skipping around the page.
- At the end of three minutes say ***“Thank You. Put your pencil down and turn your sheet over.”***
- Collect all the student sheets

Adapted from AIMSweb (2002)

## Quick Administration Guide for LSF CBM

- Place the copy of the student sheet in front of the student.
- Place the examiner copy on clipboard so the student cannot see it.
- Say: ***“Here are some letters (point to the student copy). Begin here, (point to the first letter) and tell me the SOUNDS of as many letters as you can. If you come to a letter you don’t know I’ll tell it to you. Are there any questions? Put your finger under the first letter.***  
***Ready, “Begin”***. (Trigger stopwatch or timer for 1 minute)
- Follow along on the examiner copy as the student reads and put a slash (/) through any incorrect letters.
- At the end of one minute say ***“Thank You”*** and put a bracket (]) after the last sound provided.

Adapted from AIMSweb (2002)

## Quick Administration Guide for WIF CBM

- Place the copy of the student list in front of the student.
- Place the examiner copy on clipboard so the student cannot see it.
- Say: ***“When I say, “Begin,” I want you to read these words as quickly and correctly as you can. Start here (point to the first word) and go down the page (run your finger down the first column). If you don’t know a word, skip it and try the next word. Keep reading until I say stop. Do you have any questions?”***  
***“Begin”***. (Trigger stopwatch or timer for 1 minute)
- Follow along on the examiner copy as the student reads and put a zero if the response is incorrect or a 1 if the response is correct.
- At the end of one minute say ***“Thank You”*** and score the last word read.

Adapted from Fuchs (2004)

## Quick Administration Guide for Spelling CBM (grades 1&2)

- Select an appropriate grade-level spelling list.
- Have students number their papers 1 to 12.
- Say: ***“I am going to read some words to you. I want you to write the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I’ll give you 10 seconds to spell each word. When I say the next word, try to write it, even if you haven’t finished the last one. Are there any questions?”***
- Say the first word and trigger stopwatch or timer for 2 minutes.
- Say each word twice. Use homonyms in a sentence.
- Say a new word every 10 seconds.
- At the end of 2 minutes, say ***“Thank You. Put your pencils down”***

Adapted from Shinn (1989)

## Quick Administration Guide for Spelling CBM (grades 3+)

- Select an appropriate grade-level spelling list.
- Have students number their papers 1 to 17.
- Say: ***“I am going to read some words to you. I want you to write the words on the sheet in front of you. Write the first word on the first line, the second word on the second line, and so on. I’ll give you 7 seconds to spell each word. When I say the next word, try to write it, even if you haven’t finished the last one. Are there any questions?”***
- Say the first word and trigger stopwatch or timer for 2 minutes.
- Say each word twice. Use homonyms in a sentence.
- Say a new word every 7 seconds.
- At the end of 2 minutes, say ***“Thank You. Put your pencils down”***

Adapted from Shinn (1989)

## Quick Administration Guide for Writing CBM

- Provide students with a pencil and piece of lined paper or writing notebook.
- Select an appropriate story starter.
- Say ***“Today I want you to write a story. I am going to read a sentence to you first and then I want you to compose a short story about what happens. You will have 1 minute to think about what you will write and 3 minutes to write your story. Remember to do your best work. If you do not know how to spell a word, you should guess. Are there any questions? (Pause) Put your pencils down and listen. For the next minute, think about...(insert story starter).”***
- After reading the story starter, begin your stopwatch and allow 1 minute for the student(s) to “think.” (Monitor students so that they do not begin writing).
- After 30 seconds say: ***“You should be thinking about... (insert story starter).”***
- At the end of 1 minute, restart your stopwatch for 3 minutes and say ***“Now begin writing.”***
- Monitor students’ attention to the task. Encourage the students to work if they are not writing.
- After 90 seconds say: ***“You should be writing about... (insert story starter).”***
- At the end of 3 minutes say: ***“Thank you. Put your pencils down.”***

Adapted from AIMSweb (2002)

## Quick Administration Guide for Math CBM (Mixed-math)

- Place a copy of the student sheet in front of the student(s)
- ***The sheets on your desk have math problems on them. There are several types of problems on the sheet. Some are (insert types of problems on sheet). Look at each problem carefully before you answer it. When I say ‘please begin’, start answering the problems. Begin with the first problem and work across the page (point). Then go to the next row. If you cannot answer the problem, mark an ‘X’ through it and go to the next one. If you finish a page, turn the page and continue working until I say ‘Thank you’. Are there any questions? Begin.***
- Start the countdown timer (set for 2 minutes). At the end of two minutes, say “***Thank you***” and have the student(s) put their pencils down and stop working.

Adapted from Shinn (1989)

## Quick Administration Guide for Math CBM (Single-skill)

- Place a copy of the student sheet in front of the student(s)
- ***The sheets on your desk have [addition, subtraction, multiplication, division, fractions, ratios, decimals, etc.] problems on them. Look at each problem carefully before you answer it. When I say ‘please begin’, start answering the problems. Begin with the first problem and work across the page (point). Then go to the next row. If you cannot answer the problem, mark an ‘X’ through it and go to the next one. If you finish a page, turn the page and continue working until I say ‘Thank you’. Are there any questions? Begin.***
- Start the countdown timer (set for 2 minutes). At the end of two minutes, say “***Thank you***” and have the student(s) put their pencils down and stop working.

Adapted from Shinn (1989)

## Quick Scoring Guide for ORF CBM

### *Scored as Correct*

- A word must be pronounced correctly, in accordance with the context of the sentence.
- Repetitions: Words said over again are ignored.
- Self Corrections: Words misread initially, but corrected within 3 seconds.
- Insertions: If the student adds extra words, those words are neither counted as correct nor errors.
- Dialect/Articulation: Variations in pronunciation explainable by local language norms or speech sound production.

### *Scored as Errors*

- Mispronunciations/Word Substitutions: Words either mispronounced or substituted with other words are errors.
- Omissions: Each word omitted is an error.
- Hesitations: When a student hesitates to correctly pronounce a word within **3 seconds**, the student is told the word and an error is scored.
- Reversals: When a student transposes two or more words, those words not read in the correct order are errors.
- Numerals: Numbers are counted as words and must be read correctly within the context of the passage.
- Hyphenated Words: Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.
- Abbreviations: Abbreviations are counted as words and must be read correctly within the context of the sentence (e.g., Mrs., Dr.)

## Quick Scoring Guide for LSF CBM

### *Scored as Correct*

- A letter sound must be pronounced correctly, using the most common sound.
- Short vowel (not long vowel) sounds are considered correct.
- Self Corrections: Sounds mispronounced initially, but corrected within 3 seconds are scored as correct and “sc” is written above the letter.
- Dialect/Articulation: Variations in pronunciation explainable by local language norms or speech sound production are correct.
- Added vowel or schwa sound: Sounds with the added “uh” sound are considered correct.

### *Scored as Errors*

- Mispronunciations/Letter Sound Substitutions: Letter sounds either mispronounced or substituted with other letter sounds are errors.
- Omissions: Each letter sound omitted is an error.
- Hesitations: When a student hesitates to correctly pronounce the sound within **3 seconds**, the student is told the sound and an error is scored.
- Reversals: When a student transposes two or more sounds, those sounds not read in the correct order are errors.

## Quick Scoring Guide for WIF CBM

### *Scored as Correct*

- A word must be pronounced correctly to be scored as correct.
- Self Corrections: Words mispronounced initially, but corrected within 3 seconds are scored as correct.
- Dialect/Articulation: Variations in pronunciation explainable by local language norms or speech sound production are correct.

### *Scored as Errors*

- Mispronunciations/Word Substitutions: Words either mispronounced or substituted with other words are errors.
- Omissions: Each word omitted is an error.
- Hesitations with no attempt to read word: When a student hesitates for **2 seconds**, the student is promoted to read the next word by pointing to the next word and saying **“What word”**
- Hesitations when sounding out a word: When a student is sounding out a word for **5 seconds**, the student is promoted to read the next word by pointing to the next word and saying **“What word”**
- Reversals: When a student transposes two or more words, those words not read in the correct order are errors.

## Quick Scoring Guide for Spelling CBM

### *Scored as Correct*

- Correct letter sequences (CLS) is the number of correct sequences related to spelling, the space before and after the word, and the letter to punctuation (before and after).
- When scoring CLS, the scorer places a carrot (^) to indicate each correct sequence.
- Compound words. Words need to stay together without a space.
- Apostrophe. The spaces before and after an apostrophe are counted.
- Hyphens. The spaces before and after a hyphen are counted.
- Capitalization. A word that should be capitalized must begin with a capital letter to be correct.
- Repeated Letters in Sequence. Words with letters that are repeated in sequence are scored the same as if each letter were different.
- Additional Letters. Additional letters are not counted twice.
- Insertions. Extra letters at the beginning and end are not counted.

## Quick Scoring Guide for Writing CBM

### *Scored as Correct*

- Total words written (TWW) is the number of words written regardless of spelling or context. When scoring TWW, the scorer underlines each word written and records the total number of words written
- Words are defined as any letter or group of letters, including misspelled or nonsense words, that have a space before and after them.
- Abbreviations. Common abbreviations are counted as words (e.g., Dr., Mrs., & T.V.).
- Hyphenated Words. Each morpheme in a hyphenated word separated by a hyphen is counted as an individual word if it can stand alone. Prefixes separated by a hyphen are not counted as words, although the root word is counted.
- Titles and Endings. Story titles and endings are counted as words written.
- Numbers. Numbers, with the exception of dates and currency, are not counted as words.
- Unusual Characters. Unusual characters are not counted as words even if they are meant to take the place of a word.

## Quick Scoring Guide for Math CBM

### *Scored as Correct*

- If the student has the correct answer, she is given credit for the longest method used to solve the problem *even if all the work is not shown*.
- If a problem has been crossed out or started, but not completed, the student still receives credit for any correct digits. Correct work is correct work, even if the student did not finish the problem.
- Reversed or rotated digits are scored as correct with the exception of 6s and 9s. With 6s and 9s, it is not possible to tell which one the student meant to write. No other digits can “become” others through rotation or reversal.
- In multiplication problems, any symbol used as a place holder is counted as a correct digit as long as it is holding a place that needs to be held. The student can use a 0, X, ☉, a blank space, or whatever else as long as they use it to hold that place.
- Parts of the answer above the line, such as carries or borrows are not counted as correct digits. These are part of the work of the solution—not the solution itself—thus their correctness is shown in the answer below the line.
- In division, a basic fact is when both the divisor and the quotient are 9 or less. The total CD is always 1. Also, remainders of 0 are not counted as correct digits nor are placeholders.

# SURVEY LEVEL ASSESSMENT • READING

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

EXAMINER: \_\_\_\_\_

**DIRECTIONS:** Starting at the student's grade level, select three passages. Have the student read each orally for one minute. Record the words read correct (WRC) and number of errors. Continue testing down in reading levels until the student is able to successfully meet the performance criteria. (see below).

*For each reading level assessed, use the table below to record the following*

- \* Reading level of passage (e.g., 2)                      \* Median WRC (middle score of 3)
- \* Number of errors    \* Median errors (middle score of 3)
- \* Number of words read correctly (i.e., total words read minus errors)

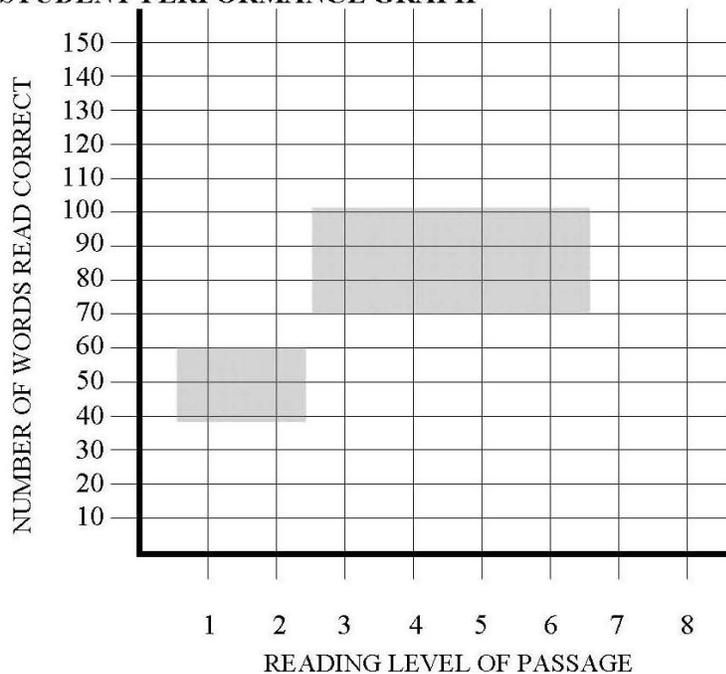
### TABLE OF SCORES

READING LEVEL	PASSAGE #1 WRC/ERRORS	PASSAGE #2 WRC/ERRORS	PASSAGE #3 WRC/ERRORS	MEDIAN WRC/ERRORS
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/

### CRITERIA FOR DETERMINING STUDENT'S INSTRUCTIONAL LEVEL

INSTRUCTIONAL LEVEL	WORDS READ CORRECT (EXPECTED RANGE)	READING ERRORS (EXPECTED RANGE)
1 - 2	40 - 60	4 or fewer
3 - 6	70 - 100	6 or fewer

### STUDENT PERFORMANCE GRAPH



**Instructional level:** \_\_\_\_\_  
**Median WRC:** \_\_\_\_\_  
**Median Errors:** \_\_\_\_\_

LEVEL OF MATERIALS FOR PROGRESS MONITORING	
INSTRUCTIONAL LEVEL	MONITORING LEVEL
1	1
2	2
3	4
4	5
5	6
6	7
7	8

= Instructional level range

# SURVEY LEVEL ASSESSMENT • MATH

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

EXAMINER: \_\_\_\_\_

**DIRECTIONS:** Starting with the student's grade level math probes, have the students work on three math probes for two minutes each. Count the number of digits correct for each, record the median (Mdn) digits correct score, and compare to the Performance Criteria. For mixed math probes, continue testing back in grade levels until the student is able to successfully meet the expected Performance Criteria (see below).

*For each math probe assessed, use the table below to record the following*

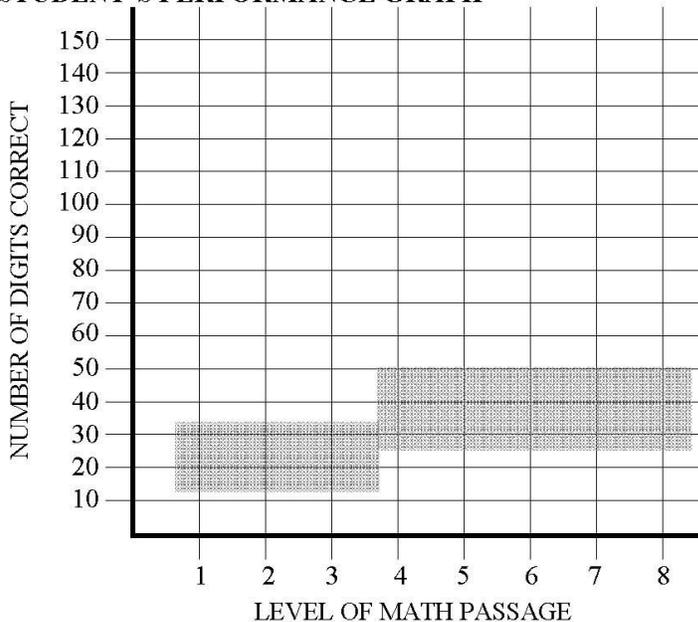
MIXED MATH					
MATH LEVEL	DIGITS CORRECT				RANGE (SEE BELOW)
	#1	#2	#3	Mdn	

MATH FACTS					
FACT	DIGITS CORRECT				RANGE (SEE BELOW)
	#1	#2	#3	Mdn	
+					
-					
X					
÷					

### CRITERIA FOR DETERMINING STUDENT'S INSTRUCTIONAL LEVEL

INSTRUCTIONAL LEVEL	DIGITS CORRECT (FRUSTRATIONAL RANGE)	DIGITS CORRECT (INSTRUCTIONAL RANGE)	DIGITS CORRECT (MASTERY RANGE)
1 - 3	0 - 13	14 - 31	32 +
4+	0 - 23	24 - 49	50 +

### STUDENT'S PERFORMANCE GRAPH



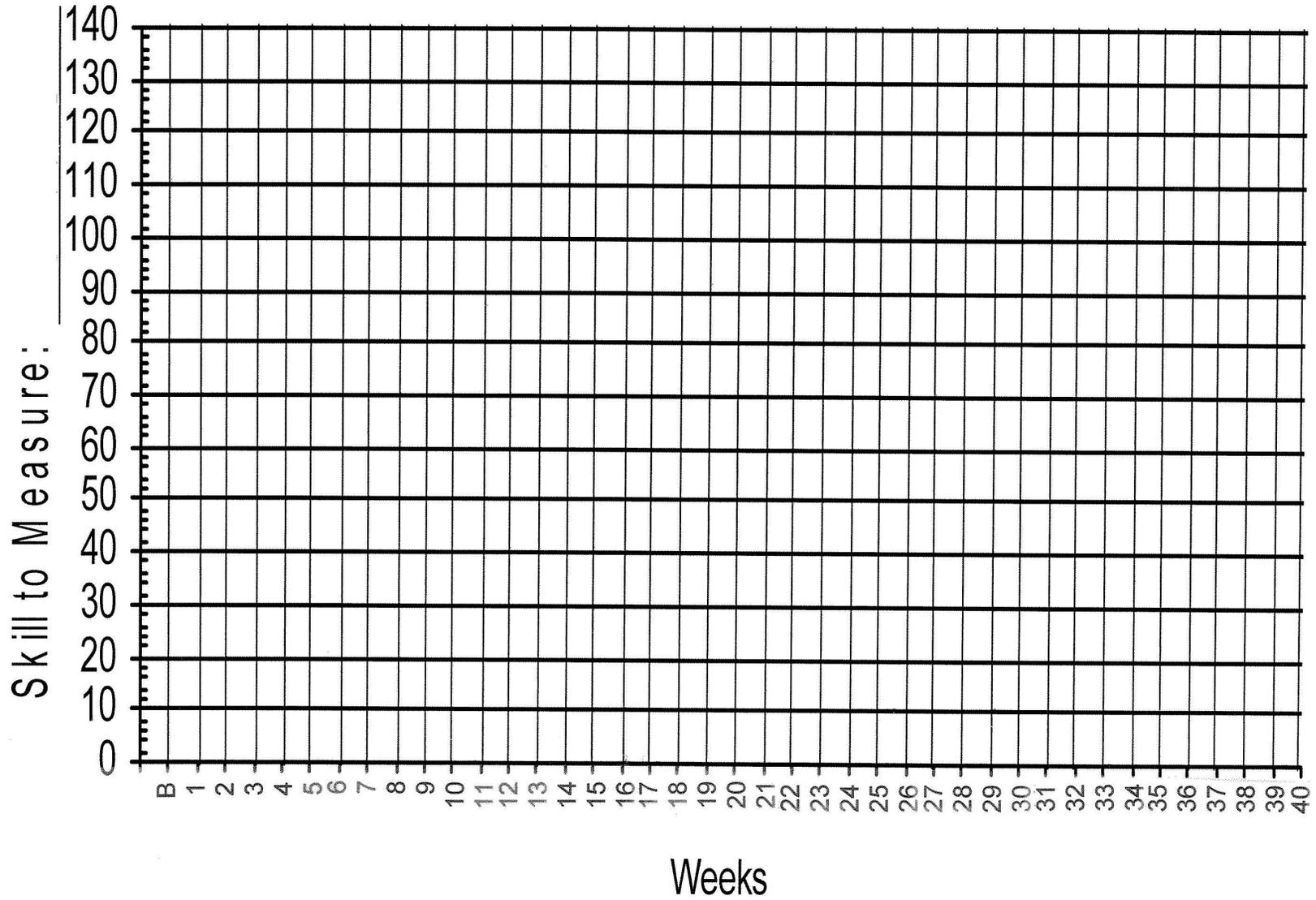
**Skills typically assessed at each grade:**

- Grade 1:** Addition, Subtraction
- Grade 2:** Addition, Subtraction
- Grade 3:** Addition, Subtraction, Multiplication, Division
- Grade 4 & up:** Multiplication, Division
- All Grades:** Mixed math skills

**Level of materials for progress monitoring is the same as the student's instructional level**

= Instructional level range

Student \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Level: \_\_\_\_\_



## Checklist for Using CBM Before, During, and After Initial Implementation

### *BEFORE*

**Step 1:** Who will be using CBM? (Check all that apply)

\_\_\_\_\_ Classroom(s) \_\_\_\_\_ Grade(s) \_\_\_\_\_ School(s) \_\_\_\_\_ District

**Step 2:** Which CBM skills will be implemented? (Check all that apply)

Early Reading \_\_\_\_\_ DIBELS

\_\_\_\_\_ LSF (letter sounds)

\_\_\_\_\_ WIF (word identification)

Reading \_\_\_\_\_ ORF (oral reading fluency)

\_\_\_\_\_ Maze

Spelling \_\_\_\_\_

Writing \_\_\_\_\_

Math \_\_\_\_\_ Early Numeracy

\_\_\_\_\_ Computations

\_\_\_\_\_ Concepts & Applications

**Step 3:** What materials will we use?

\_\_\_\_\_ Commercial product with graphing program

\_\_\_\_\_ Purchase materials (i.e., passages, lists, sheets, story starters) and make your own graphing program

\_\_\_\_\_ Purchase materials (i.e., passages, lists, sheets, story starters) and graph on paper

**Step 4:** When will implementation start?

\_\_\_\_\_ Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring

**Step 5: Who will train the staff?**

- \_\_\_\_\_ Hire a professional trainer to train the staff
- \_\_\_\_\_ Have a couple staff members receive professional training and they train the rest of the staff
- \_\_\_\_\_ Train ourselves by using published materials and practicing together as a group

***DURING***

**Step 6: Who will manage the materials?**

- \_\_\_\_\_ Teacher (general education, Title 1, second language, special education)
- \_\_\_\_\_ Administrator (principal, vice principal)
- \_\_\_\_\_ Support Staff (speech therapist, reading specialist, school psychologist)
- \_\_\_\_\_ Assistants (administrative assistants, parent volunteer)

**Step 7: Who will collect the data?**

- \_\_\_\_\_ Individual teachers
- \_\_\_\_\_ Teams (general and special education teachers, educational assistants, principals)

**Step 8: Where will the data be collected?**

- \_\_\_\_\_ In the classroom
- \_\_\_\_\_ Central Location (library, cafeteria, multipurpose room)

***AFTER***

**Step 9: Who will manage the data once it is collected?**

- \_\_\_\_\_ Each teacher is responsible for entering and graphing their students' data
- \_\_\_\_\_ One person for each grade or school is responsible for entering and graphing the data

\_\_\_\_\_A team of people at the district is responsible for entering and graphing the data

**Step 10:** How will the data be shared?

\_\_\_\_\_Each teacher is responsible for looking at their data by themselves

\_\_\_\_\_At the grade level, all of the teachers look at all of the students together

\_\_\_\_\_At the school level, a team is responsible for looking at all of the students

## General Fidelity Checklist for Conducting CBM

### BEFORE

Yes No

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1) Has the correct student material and teacher/examiner material                  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2) Has a pen/pencil to mark teacher/examiner sheet                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | 3) Has a countdown timer that shows seconds or a stopwatch                         |
| <input type="checkbox"/> | <input type="checkbox"/> | 4) Has a clipboard and holds it so the student cannot see the examiner's materials |

### DURING

Yes No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 5) Reads the standardized directions verbatim   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6) Starts the stopwatch according to the directions   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7) Follows the procedure for time allowed on each item  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8) Marks the student's errors on the teacher/examiner sheet   |
| <input type="checkbox"/> | <input type="checkbox"/> | 9) Does not correct the student when he/she makes an error (except when allowed in the example material only) |
| <input type="checkbox"/> | <input type="checkbox"/> | 10) Follows the discontinuation rule  |
| <input type="checkbox"/> | <input type="checkbox"/> | 11) Administers the task for the correct amount of time   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12) Stops the student at the end of the time and marks where the student stops                                |

### AFTER

Yes No

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 13) Adds up the number of errors correctly                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 14) Determines the total number of items attempted                            |
| <input type="checkbox"/> | <input type="checkbox"/> | 15) Scores the task by subtracting the errors from the total attempted        |
| <input type="checkbox"/> | <input type="checkbox"/> | 16) Prorates the score if the student finishes the task before the time is up |