CURRICULUM-BASED MEASURES

Curriculum-Based Measures (CBM; Deno, Fuchs, Marston, & Shinn, 2001) are brief, simple, reliable and practical measures of academic learning used to track students' academic progress. CBMs are referred to as general outcome measures, in that they cover a broad range of skills mastered by a student at a specified developmental level (e.g., third grade mathematics computation skills). These measures are often standardized, sensitive to small changes in the behavior or skills measured, and have limited carry-over between assessments. They are generally easy to administer and offer information on students' frustration, instructional, and mastery levels of performance while also tracking progress over time. CBM measures can be obtained from commercially available programs or can be customized from free or fee-based websites.

What kind of behaviors would this measure be useful in addressing?

Currently, CBMs are available to track student performance in a variety of core academic skills including: mathematical concepts and applications, mathematical computation skills, reading fluency and comprehension, early literacy and numeracy skills, spelling and written expression. Benchmark probes are often used to screen a large group of students for proficiency in a specific skill, such as reading fluency. Students not meeting performance standards can then be provided with academic intervention and progress monitored using a CBM. This information can be helpful in determining if students are making adequate progress or if changes to the intervention plan are necessary to help students meet their proficiency goals. These types of measures are helpful in both general education and special education settings as a means to measure student progress towards grade level and IEP goals for performance.

What are some examples of goals that would be appropriate for this measure?

Curriculum-Based Measures are appropriate for measuring quantitative progress towards meeting a specific level of performance in an academic skill. These goals can be written to include the student's current level of performance and the goal for proficiency. Examples of such goals include:

By the end of the school year, when given a second grade reading passage, SM will improve her oral reading fluency score from 45 correctly read words per minute to 87 correctly read words per minute.

By the end of the school year, when given a selection of third grade mathematics computation problems, MJ will increase the number of correct digits in his responses from 12 correct digits per minute to 20 correct digits per minute.

ADVANTAGES	DISADVANTAGES
- Easy to administer and score	- Some measures are subjective
- Provides sensitive measures of change in student performance	- Comprehensive packages may only be available for a fee
- Useful in screening larger groups or identifying norms for schools/classroom	- Does not offer extensive information on specific sub-skills (e.g., errors with addition vs. subtraction)
- Provides reliable evidence on effectiveness of instruction and/or intervention	

Deno, Fuchs, Marston, & Shinn, 2001

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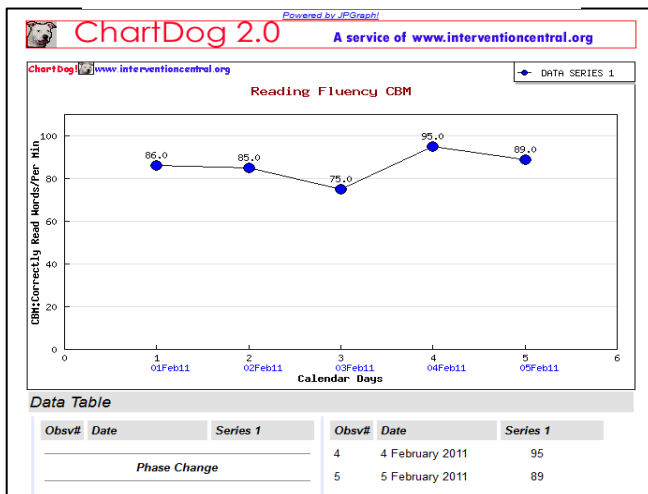| Program	Cost Associated	Reading Probes	Mathematics Probes	Writing Probes	Behavior tracking
AimsWeb	X	X	X	X	X
Easy CBM	partial	X	X	X	
DIBELS		X			
InterventionCentral.org		X	X	X	X

EASY CBM GRAPH
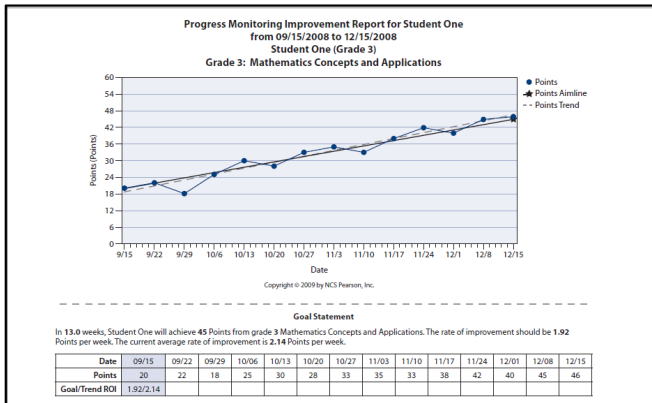
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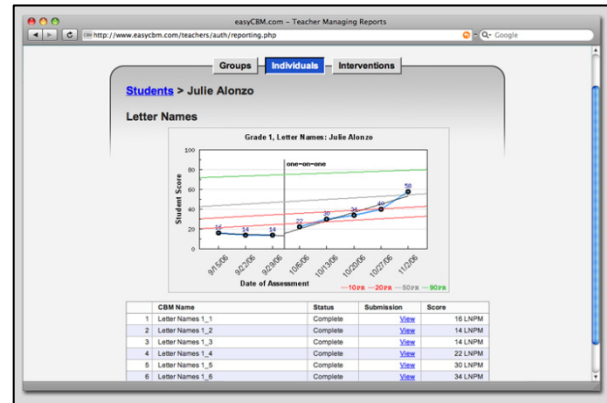
CHARTDOG 2.0 GRAPH

INTERVENTIONCENTRAL.ORG

Deno, Fuchs, Marston, & Shinn, 2001