

How to Use Easycbm for Goal Writing and Progress-Monitoring in Special Education

Introduction: Though we are using SRI and SMI systematically as a Universal Screening Tool to track progress over time, it is NOT a progress-monitoring tool that measures small changes in growth grade level to grade level. Easycbm and Curriculum-Based Measurement is designed to be given every 1-3 weeks depending on the measure and to be **very sensitive** to small amounts of growth to help determine if student goals will be met and what adjustments to instruction and goals may be needed. The measures represent the scope of the grade level for the entire year.

1. Start with student's grade level and select the measure you want to track. (if you have baseline data from the WJ you can start them at that grade level)
2. Give the measure according to assessor's guide. The measure is either given paper/pencil or online. Scores are hand-entered for paper versions.
3. If the student scores between the 10th and 50th percentile, you have found the proper level to begin your 1-3 week progress-monitoring.
4. If the student scores below the 10th percentile, drop down a grade level and repeat process.
5. If a student scores above the 50th percentile move to the next grade level up and repeat process.
6. High school students who are below levels can and should be measured even though the measures only go to 8th grade. The holes in reading and math, with intervention and instruction should fill in and you will have a graph to track progress.
7. Look at student individual reports.
8. There are 2 ways you can use the information for goal-writing:
 - A. Find the areas of weakness and write goals for mastery of those areas. This can work best in the math areas.

OR

- B. Give 3 measures of the test and track the number correct. Project what is needed for the student to hit the target of the 50th percentile by the next goal-reporting period using the Progress- Monitoring Score

Interpretation and track the trend line. Make adjustments to instruction OR adjust the goal as needed. This method represents the best scientific way to take the “GUESS” out of writing goals. Please refer to the IRIS modules regarding CBM and progress-monitoring as well as the EASYCBM Score Guidelines.

SAMPLE GOALS USING EASYCBM

READING COMPREHENSION

1. By June 12, 2014, when given a passage representing the 3rd grade level for comprehension, Sue will be able to answer 15/20 (representing the 50th % ile) literal and inferential questions in 2/3 trials as measured by curriculum-based measured passages.
 - a. By November 12, 2013, when given a passage representing the 2nd grade level for comprehension, Sue will be able to answer 10/12 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.
 - b. By March 12, 2014, when given a passage representing comprehension at the 3rd grade level, Sue will be able to answer 11/20 literal and inferential questions in 2/3 trials as measured by curriculum-based passages.

BASELINE DATA: Sue is able to read passages representing the 2nd grade level with 8.5/12 literal and inferential questions. Sue is stronger in answering literal questions. She is at the 40th percentile for 2nd grade passages as measured by curriculum-based assessments

SAMPLE MATH GOAL

2. By June 12, 2014, when given math number and operations problems representing the scope of 5th grade level for math computation, Sue will be able to correctly answer 14/16 correct problems in 2/3 trials as measured by curriculum-based assessment.
 - a. By November 12, 2013, when given math number and operations problems representing the scope of 4th grade level for math computation, Sue will be able to answer 13/16 problems to include equivalent fractions and decimals, comparing and ordering decimals and estimating decimal or fractional amounts in problem-solving as measured by 2/3 trials on curriculum-based measurements.

- b. By March 12, 2014, when given math number and operations problems representing the scope of 5th grade level math computations, Sue will be able to correctly answer 12/ 16 computation problems as measured in 2/3 trials on curriculum-based measurements.

BASELINE DATA: Sue is able to answer math number and operations problems representing the scope of 4th grade level problems for math computation with 12/16 correct problems. Sue is able to consistently make change for amounts up to \$10.00, extend the base -ten system of writing whole numbers between 0-1 and 1-2, and recognize the relationship between common fractions (e.g., quarters, halves, and tenths) and decimals. Sue does not consistently identify equivalent decimals, compare and order decimals, and estimate decimal or fractional amounts in problem solving, nor connect equivalent fractions and decimals by comparing models to symbols and locating equivalent symbols on the number line.

To Learn even more about how to use Curriculum Based Measurement Progress-Monitoring to predict a trend line in any goal area, refer to the IRIS Center online, free modules designed by Special Educators using Scientifically validated and evidence-based instructional strategies.

<http://iris.peabody.vanderbilt.edu/>



The banner features four small photographs at the top: a boy writing, a group of students at a table, two students looking at a screen, and a student pointing at a chalkboard. Below these is the text "THE IRIS CENTER" in large purple letters, with a stylized iris flower graphic behind it. A red arrow points from the first photo to the "RESOURCES" icon. Below the text are four icons: a brown circle with a white symbol (TUTORIALS), a green circle with a white symbol (RESOURCES), a blue circle with a white graduation cap (FOR INSTRUCTORS), and a purple circle with a white symbol (SERVICES). At the bottom are four buttons: "JOIN OUR E-MAIL LIST" with a purple icon, "LIKE US" with a Facebook icon, "BROCHURES" with a purple icon, and "IMPORTANT ANNOUNCEMENT INFO BRIEFS" with a yellow warning triangle icon.

Visit the IRIS Center for Training Enhancements for free online interactive resources that translate research about the education of students with disabilities into practice. Our materials cover a wide variety of evidence-based topics, including behavior, RTI, learning strategies, and progress monitoring.