

ALTERNATIVE EDUCATION

Module 9 Session 2 Student Group Activity 10

Objective 4.2.10: Students will demonstrate the ability to use curriculum-based assessment.

Directions: The purpose of this activity is to give you an opportunity to use curriculum-based measurement. Complete this activity using the directions provided for each section of materials. You will need a partner to complete this activity. There are four sections.

Part 1: Reading

Directions: The purpose of this section is to practice evaluating a CBM reading. Locate a textbook. Make two copies of two reading passages in the textbook. Take turns being the teacher and the student. When you are the student, make several errors. The teacher should record errors and keep track of time. Read for 1 minute. Once the student is finished reading, record the student's CBM data on the oral reading fluency data sheet below.

Reader one	Data
A. total words read	
B. words read correctly	
C. percent accurate (WRC/TWR)	
Reader two	Data
A. total words read	
B. words read correctly	
C. percent accurate (WRC/TWR)	

Part 2: CBA Graphing

A student entered the Scenic City Alternative School. The student was assessed using a CBM in reading when he entered the school. Baseline data suggested that he was working at the first grade level in reading. Three baseline data points were taken the first week (Monday, Wednesday, Friday). The teacher monitored his progress over a 10-week period. Two data points were taken each week (Tuesdays and Thursdays). Based on her experience with other students, she projected that the student would increase his oral reading fluency at a rate of 2 words per week.

1. Graph student baseline data.
2. Make a solid vertical line between the baseline and the beginning of the 10-weeks of monitoring.
3. Make an aim-line on the graph based on given data. Make a graph for reading and one for math.
4. Plot the student's actual data points.
5. Calculate the percentage correct for each data point.
6. Apply the 3-point data rule. What instructional decisions might have you made based on the given data?

Date	Words Read Correctly	Errors	Accuracy
Baseline			
Monday week 1	12	2	
Wednesday week 1	14	1	
Friday week 1	11	3	
10-weeks of CBM			
Tuesday week 2	15	3	
Thursday week 2	16	4	
Tuesday week 3	18	2	
Thursday week 3	17	1	
Tuesday week 4	22	4	
Thursday week 4	25	3	
Tuesday week 5	27	3	
Thursday week 5	33	3	
Tuesday week 6	37	2	
Thursday week 6	39	1	
Tuesday week 7	36	1	
Thursday week 7	35	1	
Tuesday week 8	40	4	
Thursday week 8	41	4	
Tuesday week 9	43	3	
Thursday week 9	44	2	
Tuesday week 10	45	2	
Thursday week 10	48	2	
Tuesday week 11	47	1	
Thursday week 11	50	0	

Part 3: Math

Directions: Role-play being the student or teacher. Follow the guidelines as presented in class. Have the student answer the following math problems. The student should make several mistakes. Calculate how many digits the student would get in 3 minutes.

$$\begin{array}{r} 23 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 457 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 344 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 989 \\ \times 89 \\ \hline \end{array}$$

$$\begin{array}{r} 777 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 445 \\ \times 69 \\ \hline \end{array}$$

$$\begin{array}{r} 895 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 908 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 888 \\ \times 99 \\ \hline \end{array}$$

$$\begin{array}{r} 904 \\ \times 49 \\ \hline \end{array}$$

_____ Total Digits Attempted (TDA)

_____ Errors (E)

_____ Digits Correct (DC)

_____ Percent accurate (DC/TDA)

Part 4: Writing

Directions: Role-play either being the teacher or the student. Determine the type of method you will use to evaluate each writing probe. Each student should make several errors. Write the story on a separate sheet of paper. The teacher should then evaluate the writing probe and record the information. Follow the guidelines as presented in class.

Story starter one: Once upon a time in the long lost city of Atlantis lived a King. The King.....

Story starter two: Reports suggested that the aliens would land in the morning. The mood of the country was.....

Author one

_____ Total Number of Writing Sequences

_____ Errors

_____ Number of Correct Writing Sequences

_____ Percent Accurate (NCWS/TNWS)

Author two

_____ Total Number of Writing Sequences

_____ Errors

_____ Number of Correct Writing Sequences

_____ Percent Accurate (NCWS/TNWS)

Part 5: Spelling

Directions: Role-play either being the teacher or the student. Each student should make several errors. Write each spelling word on a separate sheet of paper. The teacher should then evaluate the spelling probe and record the information. Follow the guidelines as presented in class.

Spelling word list one

1. phonology
2. phonics
3. grapheme
4. reading
5. morphology
6. awareness
7. alphabetic
8. principle
9. vocabulary
10. comprehension

Spelling word list two

1. banana
2. apple
3. orange
4. pineapple
5. pear
6. peach
7. plum
8. grape
9. lime
10. lemon

Speller one

_____ Total Number of Writing Sequences

_____ Errors

_____ Number of Correct Writing Sequences

_____ Percent Accurate (NCWS/TNWS)

Speller two

_____ Total Number of Writing Sequences

_____ Errors

_____ Number of Correct Writing Sequences

_____ Percent Accurate (NCWS/TNWS)