

CURRICULUM-BASED ASSESSMENT

ABOUT THE AUTHOR

Carroll J. Jones received her Ph.D. in Special Education Administration and Learning Disabilities from Kansas State University, and her M.Ed. in Reading and B.A. in Elementary Education from the University of Arizona. Currently, Doctor Jones, a Professor of Special Education, is the Coordinator of the Inclusive Early Childhood Program (undergraduate) and Coordinator of the Special Education Program (graduate) at Southern Arkansas University in Magnolia, Arkansas. In addition to developing and helping to implement new programs, Doctor Jones' primary interests include curriculum-based assessment and programming for students with mild disabilities. Doctor Jones has previously published eleven special education teacher education textbooks and many articles, and has made numerous professional conference presentations.

Second Edition

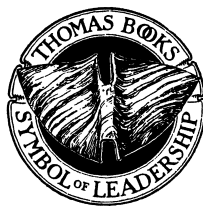
CURRICULUM-BASED ASSESSMENT

The Easy Way to Determine
Response-to-Intervention

By

CARROLL J. JONES, PH.D.

*Southern Arkansas University
Magnolia, Arkansas*



CHARLES C THOMAS • PUBLISHER, LTD.
Springfield • Illinois • U.S.A.

Published and Distributed Throughout the World by

CHARLES C THOMAS • PUBLISHER, LTD.
2600 South First Street
Springfield, Illinois 62794-9265

This book is protected by copyright. No part of
it may be reproduced in any manner without written
permission from the publisher. All rights reserved.

© 2008 by CHARLES C THOMAS • PUBLISHER, LTD.

ISBN: 978-0-398-07815-7

Library of Congress Catalog Card Number: 2008009161

*With THOMAS BOOKS careful attention is given to all details of manufacturing
and design. It is the Publisher's desire to present books that are satisfactory as to their
physical qualities and artistic possibilities and appropriate for their particular use.
THOMAS BOOKS will be true to those laws of quality that assure a good name
and good will.*

*Printed in the United States of America
MM-R-3*

Library of Congress Cataloging in Publication Data

Jones, Carroll J.

Curriculum-based assessment : the easy way to determine response-to-inter-
vention / by Carroll J. Jones. -- 2nd ed.

p. cm.

Includes bibliographical references.

ISBN 978-0-398-07815-7 (spiral, paper)

1. Curriculum-based assessment--United States. 2. Educational tests and
measurements--United States. 3. Learning disabled children--Education--
United States. I. Title.

LB3060.32.C74J66 2008
371.26'4--dc22

2008009161

To
Brianna, Karyna, and Kirieth;
and Wilma Johnston

CONTRIBUTORS

Tandra Tyler-Wood, Ph.D.

Doctor Tandra Tyler-Wood received her Ph.D. and Master's degree in Special Education from The University of North Carolina at Chapel Hill. Her Bachelors' degrees in Psychology and Special Education are from Converse College in Spartanburg, South Carolina. Doctor Tyler-Wood is an Associate Professor in the Technology and Cognition Department at the University of North Texas in Denton. She is the Coordinator and principal researcher on a research project, Bringing up Girls in Science, funded by the National Science Foundation.

Virginia J. Dickens, Ph.D.

Doctor Virginia J. Dickens received her Ph.D. in Special Education from The University of North Carolina at Chapel Hill. Her Master's degree in Speech Pathology and Audiology are from The University of North Carolina at Greensboro, and her Bachelor's degree in Literature is from Wheaton College, Wheaton, Illinois. Doctor Dickens' areas of interest include special education curriculum and methods, learning disabilities, and collaborative consultation. Doctor Dickens is a Professor of Special Education at Fayetteville State University, Fayetteville, North Carolina.

ARTIST

Jody Giovannini, the cover artist, has a wide range of artistic abilities including graphics art, painting murals, needlework creations, and illustrator of children's books. The cover design illustrates that children with disabilities frequently can focus only on one stimulus at a time.

FOREWORD

Personally, I have had a long-standing interest in assessment, especially in the area of reading. I am constantly looking for new and practical resources to use in my methods courses and to recommend to teachers in classrooms and clinics. A number of current national trends, such as performance-based assessment, statewide end-of-grade and end-of-course testing, competency testing, and portfolio assessment, place emphasis on student, teacher, and school accountability. Although curriculum-based assessment (CBA) has been on the horizon for a number of years, there has been a need for a practical, classroom-based approach for its implementation. *Curriculum-Based Assessment: The Easy Way to Determine Response-to-Intervention* offers practical and specific methods for developing and using CBAs in an educational setting. This book gives educators a highly specific, step-by-step approach to building CBAs in the areas of reading word recognition, reading comprehension, content reading, mathematics, and written expression. Each chapter offers detailed, easy to read, and easy to follow instructions for the assessment construction process. To further clarify the process, extensive examples are given in table format. A unique feature of this text is the manner in which Dr. Jones illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter. This practical demonstration illustrates for the reader how these assessments can be interpreted and used for program planning and monitoring.

The text can be used by individuals or groups of individuals within a collaborative effort to strengthen instructional programs in both general and special education settings. This formative assessment approach gives the teacher additional, detailed information about the students' performance in terms of strengths and weaknesses which, in turn, should guide the type of instruction designed and implemented for the students and which ultimately should lead to higher performance on summative outcome measures.

PRISCILLA MANARINO-LEGGETT, PH.D.
Professor of Reading and Elementary Education
Fayetteville State University

PREFACE

In my experience most assessment courses taught in Special Education degree programs focus almost exclusively on norm-referenced tests, and using the testing results to determine program eligibility. A far more important reason for assessment, in my opinion, is assessment for program planning and teaching which has had little focus. In the past most Special Education teachers used criterion-referenced tests (CRTs) for programming because they embodied the scope and sequence of subject matter skills or subject matter skills hierarchies. In many cases, these CRTs not only provided the assessment materials but were also used as the curriculum outline.

Today, the Individuals with Disabilities Education Act (2004 reauthorization) specifies that all students in special education have access to and show progress in the general education curriculum and encourages education in the general education classroom with same-age peers when appropriate. For many special education teachers who were educated in strictly special education programs, this requirement has posed great difficulty as they have been accustomed to viewing academics holistically or from a subject-area perspective rather than from a grade-level perspective. In other words, they have focused on the hierarchy of addition skills, and the hierarchy of reading word attack skills, the hierarchy of developmental skills. This perspective uses the criterion-referenced testing approach.

Access to the general education curriculum and modification of the general education curriculum for inclusion requires a knowledge of grade level-specific skills such as the addition skills taught in third grade, the reading word attack skills taught in fifth grade. This grade-specific focus requires a different kind of testing which uses the district or state adopted textbooks (state adopted curriculum). This perspective is the curriculum-based assessment approach (CBA). Since special education teachers do not know in advance the grade level curriculum-based assessments that they will need, they must prepare CBAs for first through sixth or eighth grades to be ready when students arrive.

This book was born out of a need to have access to information about

preparing curriculum-based assessments in traditional assessment courses and in traditional methods courses, as well as for in-service courses. A major purpose of this book is to simplify the process of creating curriculum-based assessments (CBAs), so that teachers view CBAs as a viable assessment procedure that they will utilize in their classrooms on a frequent basis. The focus on “The Easy Way” takes into consideration the limited time that teachers have for test preparation, and the need to have tests immediately available.

For university assessment and methods courses, this small text is seen as a companion book to the traditional textbooks. This book is also a companion text for *Curriculum Development For Students With Mild Disabilities: Academic and Social Skills for Inclusion IEPs* (Jones, 2008). For greatest benefit and understanding, this “how-to” text must be used to provide examples while actively involved in the preparation of CBAs. During courses and inservice training, the greatest benefit is derived if all teachers assist in the preparation of multi-level CBAs and emerge from the class with a notebook of master copies of CBAs for use in their classrooms.

Curriculum-Based Assessment: The Easy Way to Determine Response to Intervention is organized into seven chapters. Chapter 1, Assessment: An Overview, includes the basic reasons for assessment and types of special education assessment, as well as how to begin the CBA notebook. Each of the following chapters includes information on preparation of basic skills CBAs, the assembly of the CBA notebook, the assessment process, and using a case study student’s functioning to plan Individual Education Programs or remediation in the general education classrooms. Chapter 2, Basic Reading Skills, discusses the construction of numerous word recognition CBAs. Chapter 3, Reading Comprehension and Content Reading, illustrates the preparation CBAs in reading and listening comprehension, and the content reading areas of science and mathematics. Chapter 4, Mathematics, demonstrates the preparation and use of both math survey and specific area mathematics CBAs. Written Expression is divided into two chapters: Chapter 5, Handwriting and Spelling, and Chapter 6, Composition Skills and Written Composition. Both chapters provide detailed information on subject area CBA construction. Chapter 7, Creating and Implementing a District-Wide CBA System for Response-to-Intervention, provides specific information on how to use IDEA’s (2004) Response-to-Intervention in student evaluation.

Many thanks to my students (graduate and undergraduate) over the past decade who have prepared, critiqued, and utilized CBAs; and who have provided suggestions for modification, and encouraged (almost demanded) the simplification of the process. This book is a result of that simplification process.

Thanks to Doctor Virginia Dickens, Professor of Special Education at Fayetteville State University and Doctor Tandra Tyler-Wood, Associate

Professor at the University of North Texas for providing assistance in preparing the first edition. Thanks to Doctor Priscilla Manerano-Leggett, Professor at Fayetteville State University, for writing the Foreword.

Thanks to Ms. Albertha Bannister, Special Education Coordinator in Sumter School District #2, Sumter, South Carolina for her dream of creating a District-Wide Curriculum-Based Assessment System and for asking me to teach her special education faculty how to create CBAs. Thanks, also, to Mrs. Bannister's colleagues and special education teachers for creating, implementing, and monitoring one of the nation's first District-Wide CBA Systems for Response-to-Intervention before RTI was included in IDEA (2004).

This book is dedicated to another new generation of beautiful nieces—the great-nieces in my family—Brianna, Karyna, and Kirieth, and to their spunky 82-year-old great-grandmother (my mother), Wilma Johnston called fondly “the Johnston.”

C.J.J.

CONTENTS

	<i>Page</i>
<i>Foreword by Priscilla Manarino-Leggett</i>	ix
<i>Preface</i>	xi
 Chapter 1. Assessment: An Overview	 3
<i>Carroll J. Jones</i>	
The Assessment Process	4
Screening	4
Evaluation	5
Programming	7
IEP Monitoring	9
Annual Program Evaluation	9
Curriculum-Based Assessment Notebook	9
Summary	11
Chapter 2. Basic Reading Skills	13
<i>Carroll J. Jones</i>	
Word Recognition CBAs	14
Sight Words	14
Graded Word Lists	15
Basal Vocabulary Lists	15
Word Recognition in Context	16
Word Analysis Skills	16
Curriculum-Based Assessment Notebook	20
Conducting The Reading Assessment Process	21
Word Recognition Skills Assessment	21
Programming and Monitoring	23
Summary	26
Tables 1–12	27
Chapter 3. Reading Comprehension and Content Reading	47
<i>Carroll J. Jones</i>	
Reading and Listening Comprehension	48

Comprehension Components	48
Preparation of Comprehension CBAs	49
Content Reading	51
Preparation of Content Reading CBAs	52
Scope and Sequence Content CBAs	56
CBAs for Secondary Students	56
Curriculum-Based Assessment Notebook	59
Conducting the Reading Comprehension Assessment	59
Reading/Listening Comprehension Assessment	60
Content Reading Assessment	61
Programming and Monitoring	63
Summary	64
Tables 13–23	65
Chapter 4. Mathematics CBAs	81
<i>Carroll J. Jones & Tandra Tyler-Wood</i>	
Survey Mathematics CBAs	82
End-of-Year Tests	82
Math Scope and Sequence CBAs	82
Specific Mathematics CBAs	84
Basic Operations CBAs	84
Curriculum-Based Assessment Notebook	85
Conducting the Mathematics Assessment Process	86
Administering Math CBA	86
Programming and Monitoring	88
Summary	90
Tables 24–33	91
Chapter 5. Written Expression: Handwriting and Spelling	107
<i>Virginia J. Dickens & Carroll J. Jones</i>	
Handwriting CBAs	108
Preparing Handwriting CBAs	108
Assessment of Handwriting	110
Programming and Monitoring	113
Spelling CBAs	114
Preparing Spelling CBAs	114
Assessment of Spelling	116
Programming and Monitoring	117
Curriculum-Based Assessment Notebook	118
Summary	118
Tables 34–47	120
Chapter 6. Written Expression: Composition Skills and Written	
Composition	139
<i>Carroll J. Jones</i>	

Composition Skills CBAs	140
Creating Composition Skills CBAs	140
Assessment of Composition Skills	142
Programming and Monitoring	143
Written Composition CBAs	144
Preparing Written Composition CBAs	144
Assessment of Written Composition	145
Programming and Monitoring	148
Curriculum-Based Assessment Notebook	149
Summary	150
Tables 48–54	151
Chapter 7. Creating and Implementing a District-Wide CBA System for Response-to-Intervention (RTI)	163
<i>Carroll J. Jones</i>	
Response-to-Intervention	164
What is Response-to-Intervention?	164
Response-to-Intervention System of Tiers	166
Creating A District-Wide CBA System for RTI	169
IDEA 1997 Problems and Answers	170
Contents of a District-Wide CBA System	171
Sumter School District #2 CBA Project	171
Examples of Using CBAs for RTI	173
Summary	177
Tables 55–56a	179
<i>Bibliography</i>	187

TABLES

Readers may reproduce the tables without the publisher's permission.

Table 1.	Response Form (blank)	27
Table 2.	Response Form (Fry)	28
Table 3.	Reading Graded Word Lists	29
Table 4.	Response Form (Friends Aloft)	30
Table 5.	Reading Word Recognition in Context	31
Table 6.	Word Analysis Skills CBA Outline	32
Table 7.	Word Analysis Skills CBA–Second Grade	33
Table 8.	Word Analysis Skills Scope and Sequence Chart	37
Table 9.	Word Analysis Skills CBA (Scope and Sequence Method)	38
Table 10.	Reading Scoring Sheet (blank)	43
Table 11.	Christy's Reading Scoring Sheet	44
Table 12.	Word Analysis Skills Monitoring Chart	45
Table 13.	Reading Comprehension (Literature) CBA	65
Table 14.	Reading and Listening Comprehension (Scope and Sequence Chart)	66
Table 15.	Science Graded Word Lists	67
Table 16.	Science Vocabulary Response Form	68
Table 17.	Math Graded Word Lists	69
Table 18.	Math Vocabulary Response Form	70
Table 19.	Mathematics Reading Comprehension CBA	71
Table 20.	Christy's Reading Scoring Sheet (Comprehension)	76
Table 21.	Content Reading Scoring Sheet	77
Table 22.	Christy's Content Reading Scoring Sheet	78
Table 23.	Content Vocabulary Monitoring Chart	79
Table 24.	Mathematics Scope and Sequence Chart	91
Table 25.	Survey Mathematics CBA (Outline)	93
Table 26.	Survey Mathematics CBA	95
Table 27.	Addition Hierarchy	96
Table 28.	Addition CBA	97

Table 29.	Mathematics Scoring Sheet.	101
Table 30.	Christy's Mathematics Scoring Sheet.	102
Table 31.	Christy's Remediation Plan	103
Table 32.	Mathematics Grade 3 Monitoring Chart.	104
Table 33.	Christy's Monitoring Chart	106
Table 34.	Written Expression Scoring Sheet (Empty)	120
Table 35.	Specific Skills Handwriting Assessment Checklist: Manuscript	121
Table 36.	Manuscript Handwriting Rubric: Specific Skills	122
Table 37.	Specific Skills Handwriting Assessment Checklist: Cursive	124
Table 38.	Cursive Handwriting Rubric: Specific Skills	125
Table 39.	Written Expression Scoring Sheet (Christy).	127
Table 40.	Manuscript Handwriting Monitoring Chart	128
Table 41.	Spelling Graded Word Lists	129
Table 42.	Informal Spelling Inventory Outline	130
Table 43.	Informal Spelling Inventory: 3rd Grade	131
Table 44.	Generic Spelling Skills	133
Table 45.	Informal Spelling Inventory: 2nd Grade.	134
Table 46.	Spelling Scope and Sequence of Skills: 3rd Grade	136
Table 47.	Spelling Monitoring Chart	137
Table 48.	Composition Skills CBA: 4th Grade	151
Table 49.	Composition Skills Scope and Sequence Chart.	156
Table 50.	Written Expression Scoring Sheet	158
Table 51.	Composition Skills Monitoring Chart	159
Table 52.	Creative Written Composition Rubric.	160
Table 53.	Creative Written Composition Monitoring Chart.	161
Table 54.	Creative Written Composition Monitoring Chart: Christy.	162
Table 55.	Response-to-Intervention System of Tiers	179
Table 55a.	Response-to-Intervention System of Tiers (Empty).	180
Table 55b.	Response-to-Intervention System of Tiers: Christy.	181
Table 56.	District-Wide CBA System	182
Table 56a.	District-Wide CBA System: Christy.	184

CURRICULUM-BASED ASSESSMENT

Chapter 1

ASSESSMENT: AN OVERVIEW

CARROLL J. JONES

IDEA 2004 places special emphasis on assessment of students' involvement with and progress in the general education curriculum.
(McLoughlin & Lewis, 2008, 6)

The Assessment Process
Screening
Evaluation
Programming
IEP Monitoring
Program Evaluation
Curriculum-Based Assessment
Notebook
Summary

Assessment has been a national concern from the “White House” to the “Little Red School House” due to reauthorization of Individuals with Disabilities Education Act (IDEA, 1997 & 2004) and No Child Left Behind Act (NCLB, 2001). The IDEA (1997) provided that all children with disabilities have access to and make progress in the general education curriculum; and be included in the statewide general education testing. The IDEA (2004) reauthorization was aligned with NCLB (2001) which required statewide accountability systems based on state academic standards and annual statewide standards-based testing in reading and mathematics for all students in

grades 3–8. Additionally, it requires phased-in statewide progress objectives that all students must be on grade level in reading and math by 2013.

Unfortunately, there are many abuses of assessment, especially norm-referenced tests, many different uses and misuses of assessment, many misunderstandings of what is assessment, many different types of assessment from which to choose, and many concerns regarding what to do with the results of assessment. Curriculum-based assessment is one of the newer types of assessment which was designed to minimize those concerns about assessment.

THE ASSESSMENT PROCESS

In special education, terms like “assessment” and “evaluation” are not interchangeable as they often are in general education, but rather have very specific meanings and purposes. Assessment is a term used to refer to the process of gathering information about the functioning of a student and includes the following five different types of assessment: Screening, Evaluation, Programming, IEP Monitoring, and Program Evaluation. These types of assessment are used to accomplish the purposes of assessment in special education.

Screening

The first major type of assessment, screening, is conducted for the purpose of early detection of students who may be experiencing a disability. Screening pinpoints those children who may need more extensive testing or evaluation to determine if a problem exists. The instruments generally used for screening include group norm-referenced tests (NRTs) which are administered to all school children and youth as part of the school district and state testing program. These tests are generally administered every spring and fall and take the majority of a week to complete. Students who score in the bottom 30th percentile (or other preselected score) are considered more carefully to determine the cause of poor test performance.

Screening also involves considering information in the child’s cumulative folder on previous NRTs and academic performance (grades), samples of the child’s classwork over time, health folder information (vision and hearing screening, medications, relevant illnesses or conditions), any relevant home concerns (i.e., new sibling, divorce, etc.), and classroom environment, especially on the testing date that may have affected the student’s test performance. Many school districts have prepared their own informal instruments for preschool and kindergarten screening to determine which students have the desired prerequisite skills. Most early attempts used curriculum-based measurement (CBM) as a district screening device which focused on rate of per-

formance compared to grade level averages. For example, the CBM might assess the number of math problems the student completes accurately in three minutes or the number of words read correctly or incorrectly in one minute.

Though screening is not a special education procedure, it is a very important and often required prespecial education procedure of the School-Based Assistance Team which provides intervention suggestions to the classroom teacher for ameliorating problems. If the student continues to experience difficulty after the classroom teacher has tried numerous interventions for periods of time, then the student will be referred for special education evaluation.

Evaluation

Evaluation is a very specific type of assessment or stage in the assessment process with the purpose of determining if the child meets the federal and/or state criteria to be eligible for special education services. The second major reason for evaluation is to determine the child's present levels of academic achievement for the content of the child's IEP. The evaluation must focus on the domains that affect a student's education: cognitive, academic, behavioral, physical, and developmental. There are many legally, mandated guidelines involved in the evaluation of students to ensure that they have had a nondiscriminatory evaluation. These Due Process Protections to ensure a nondiscriminatory evaluation include the following:

1. Assessments must be selected and administered so as not to be discriminatory on a racial or cultural basis.
2. Assessments must be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
3. Assessments must be used for purposes for which the assessments or measures are valid and reliable.
4. Assessments must be administered by trained and knowledgeable personnel.
5. Assessments must be administered in accordance with any instructions provided by the producer of such instruments.
6. Assessments must include a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information; as well as information provided by the parents.
7. Evaluation must not rely on a single measure of assessment as the sole criterion.
8. Assessments must be technically sound instruments.
9. Evaluation must take into account existing information from different sources. [IDEA 2004, Section 1414(b)(4)]