

**Curriculum Based Measurement:
Effective Universal Screening and Progress
Monitoring Measures for Response-to-
Intervention Models**

Supplemental Materials

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Evaluating Potential Screening Tools: A Checklist of Essential Considerations

Name of Tool:

Subject Area Targeted:

Grade Level(s): _____ Publisher (if applicable): _____

Date of Evaluation: _____

Category 1: Validity

1.A. Reliability Evidence. Report the median and range of coefficients reported across studies for each facet of reliability:

| | Number of studies | Median coefficient | Range of coefficients |
|--------------------------|-------------------|--------------------|-----------------------|
| 1. Internal Consistency: | | | |
| 2. Alternate Form: | | | |
| 3. Test-retest: | | | |
| 4. Inter-rater: | | | |

Notes:

Overall Reliability Evaluation:

Do sufficient data exist to evaluate this tool's reliability? Y N

If yes, do most coefficients exceed .80? Y N

Does the available evidence support the conclusion that this tool is sufficiently reliable for use in screening? **Y N**

Note: Reliability is an essential precondition for validity. If insufficient reliability evidence is available, consider conducting your own reliability evaluation before

adopting this tool for use in screening. If studies have been done and results indicate poor reliability, strongly caution against using this tool in universal screening.

1.B. Construct Validity Evidence. Does sufficient evidence exist to indicate that this tool provides an indicator or measure of the construct of interest?

| | | |
|---|---|---|
| Is the content of the screening tool appropriate for the construct (skill area) of interest? | Y | N |
| Is the content of the screening tool appropriate for the grade level(s) for which it is intended to be used? | Y | N |
| Does the tool discriminate among high, middle, and low-performing students? | Y | N |
| Do raw scores on the tool increase with grade level? | Y | N |
| Is there a significant moderate or strong correlation between scores on this tool and on other, established measures of the same construct... | | |
| At or around the same time the tool is administered? (concurrent) | Y | N |
| At some point in time after the tool is administered? (predictive) | Y | N |
| Do scores on this tool correlate significantly with teacher rankings of students' skills in the same subject area? | Y | N |

Notes:

Overall Evaluation

| | | |
|---|----------|----------|
| Do sufficient data exist to evaluate this tool's construct validity? | Y | N |
| Does the available evidence support the overall conclusion that this tool is valid for use in screening for the skill and grade level(s) intended? | Y | N |

1.C. Screening Criteria/Cut-Scores

What method for determining criterion performance (i.e., cut-scores) was used for this instrument?

- Normative performance
 - Expert Judgment
 - Empirical linkage to outcome measure (e.g., ROC curves or regression analysis)
 - Other (describe below)
-
-

Is there empirical support for the accuracy of the measure's cut-scores? Y N

If yes, describe support. If no, describe the rationale for how the cut-score was determined:

1.D. Value of information gained

1. Is the tool appropriate for use in other educational decisions besides screening?

| | | |
|------------------------------------|---|---|
| Instructional Grouping? | Y | N |
| Individual Instructional Planning? | Y | N |
| Progress Monitoring? | Y | N |
| Program/Outcome Evaluation? | Y | N |
| Other? (specify) | Y | N |

Category 2: Ecological Palatability

2.A. Efficiency and cost

Efficiency:

How much time, per student, is required to administer the screening measure? _____

How much time, per student, is required to score the measure? _____

What is the estimated impact of data collection on instructional time, per assessment period?

How much time is required for summarizing the scores into usable reports? _____

How many faculty/staff members are likely to be involved in collecting data? _____

How much time is required for training the faculty/staff involved in collecting data? _____

Cost:

What is the total cost of test materials that would be purchased once per edition of the screening tool? (e.g., manuals, reusable test materials) _____

Item: _____ Cost: _____

What is the cost of materials that need to be purchased every year (e.g., student scoring booklets, data management software license) _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Other costs associated with use of the screening (training, subs, etc.) _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Item: _____ Cost: _____

Total Estimated Costs:

Initial: _____

Annual after first year: _____

2.C. Teacher/Staff Buy-in

What proportion of teachers in your unit (school, district) understands the use of this screening tool? _____

What proportion of teachers likely feels the assessment process using this tool is worth their investment of time? _____

What proportion of teachers likely believes this tool assesses what it is intended to assess fairly? _____

What proportion of teachers is likely threatened by the potential outcomes of the screening assessment using this tool? _____

What are teachers' primary concerns with respect to using this tool for screening or other decisions?

What training is needed for teachers to understand this tool and use it effectively?

What additional questions about the use of this assessment tool for screening do you consider important in making your selection?

Overall Strengths of Tool:

Overall Limitations of Tool:

(less likely to adopt) (more likely to adopt)

Overall Rating: 1 2 3 4 5 6 7 8 9 10

Setting Goals and Monitoring Progress Case Study Activities

Review Survey-Level Assessment Data

Student 1: Sarah, Grade 3

Survey-Level Assessment Results:

| Date | Level | Pass 1 | Pass 2 | Pass 3 | Median | %ile |
|----------|-------|--------|--------|--------|--------|------|
| 10/20/06 | 3 | 21/13 | 54/6 | 39/10 | 39/10 | 18th |
| 10/20/06 | 2 | 78/4 | 71/1 | 36/10 | 71/4 | 79th |

- a. At what grade level is Sarah reading successfully? _____
- b. What is the basis for your answer to Question A? (e.g., local norms, benchmarks, expert judgment) _____
- c. How severe is Sarah's reading problem? _____

Write Goals and Provide Rationale

Time frame: _____ weeks

Measurement Material: Grade level of passages: _____

Criterion: _____ WRC with _____ or fewer errors

Write a long-term goal for Sarah:

Rationale:

Set up Graphs

Set up Sarah's progress-monitoring graph. Use blank graph provided at the end of this packet. Include:

- a. Labels for x and y axes
- b. Scaling of x and y axes
- c. Plot initial performance on goal-level material
- d. Plot goal criterion
- e. Connect initial performance to goal criterion = aim line
- f. Plot and connect data points 1-8

| Student 1: Sarah, Grade 3 | | |
|----------------------------------|----------------|--------------|
| Date | Passage | WRC/E |
| 11/1 | 1 | 34/10 |
| 11/10 | 3 | 35/9 |
| 11/17 | 5 | 70/4 |
| 11/22 | 6 | 46/8 |
| 12/2 | 7 | 49/8 |
| 12/8 | 8 | 30/7 |
| 12/16 | 9 | 31/9 |

Sarah's Progress Graph

