

CBM Case Study

Student's Name

Institution's Name

Curriculum based Measurement (CBM) is a procedure used by teachers in determining how a student progresses in the academic excellence such as in reading, spelling, writing skills and in maths. CBM is helpful to both teacher and parent of the child because it provides the score of the child in terms of the skills gained within a particular period of time. Occasionally, teachers use CBM in testing the students, their ability to read and write. If the teacher realizes the student's performance is not to the standards, the teacher changes the mode of teaching.

Reading was my area of concern I decided to develop a CBM of a student. The student was willing to undertake the measurement and his parents also collaborated with my area of interest. The student was supposed to be proficient by the end of week fourteen. The week fourteen was the final grace period to probe the areas I identified. In summary, the student is expected to be proficient in reading by the end of week fourteen. This now formed the basis of the CBM score, which is rated according to the student's capabilities. Oral reading is attributed to the ability to read and comprehend the writings. If the student was not able to comprehend even though he was able to read fluently, the CBM score did not meet the expectations. Therefore, in addition to reading, comprehending was measured at a greater level. Deno (1995) asserted that students who have the ability to read fluently have the advantage of comprehending the writing with ease. However, he further directed that the opposite is not true, where a student cannot comprehend the writings if he is not able to read perfectly. CBM considered the two types of learners, slow learners and quick learners. The quick learners have the ability to understand the teacher's instructions with ease while slower learners have the problem in comprehending fully the instructions from the superiors. Thus, the CBM overall score consisted of the overall students' reading achievement. The achievements was ranging from the ability to understand the simple instructions from the teacher and comprehending the text.

I selected a reading from a text which represented a passage that the student was supposed to read and master at the end of the fourteen weeks. In addition to reading, the student was supposed to comprehend the reading by explaining, in brief the content of the passage. I directed the student where to begin reading. Further, I told the student to read loudly so that I could understand and gauge him. I timed the student for 2 minutes. Any omission of words, letters and line, mispronunciation of words and letters, and any form of transposition was recorded as errors. Further, any kind of word and letter a student inserted in the course of reading the passage was ignored. If the student made a mistake in reading the letters, words and sentences, it was considered an error. However, if the student made the necessary correction within 4 seconds after the mistake, the reading was considered correct. Additionally, if the student was unable to pronounce the word and struggled to say it to an extent of 3 seconds, I supplied the correct pronunciation of the word, but I recorded that as an error. To combine the CBM score, the total number of words read correctly within two minutes formed the CBM score. This was plotted on the graph.

During testing, the student has quire behaviors that sometimes I was forced to make him concentrate. First, he did not concentrate too much on the accuracy of the words rather he wanted to finish reading text as first as possible. Also the student had the problem of repeating words several times before he could contemplate which was ignored. He read some words as expected, but after a long struggle. He was able to correct himself within the stipulated time of 3 seconds, after which he read the words correctly. I also noticed he had the behavior of substituting the words with other familiar words such as he did not differentiate quite well the pronunciation of word “meet” but he read it as “meat”. He had the tendency of reading words by substituting with familiar words. He had behavior of omitting words and letters. For example, he omitted reading

the pronouns used in the passage such as “it”. Omissions of the words in reading were recorded as errors in the CBM score. In addition, the student had the behavior of inserting the words which were not contained in the passage. I noticed any word that came into his mind; he said it loudly even though it was not present in the passage. For example the text “it ended well with them, ” he read it as “it all ended well with them”. Though the sentence is somehow grammatically correct, he never read what was contained in the passage. As noted, the student was measured based on reading the text which I provided.

The results indicated that the student scored average in the fourteenth week. Mostly, he had a problem in pausing while reading, which influenced the maximum correct words. Whereas he paused, sometimes I supplied correct words and other times he was quick to rejuvenate. The means used lot of time during pausing and re-reading words. Therefore, the CBM score was presented in the chart below (Wallace, 2007).

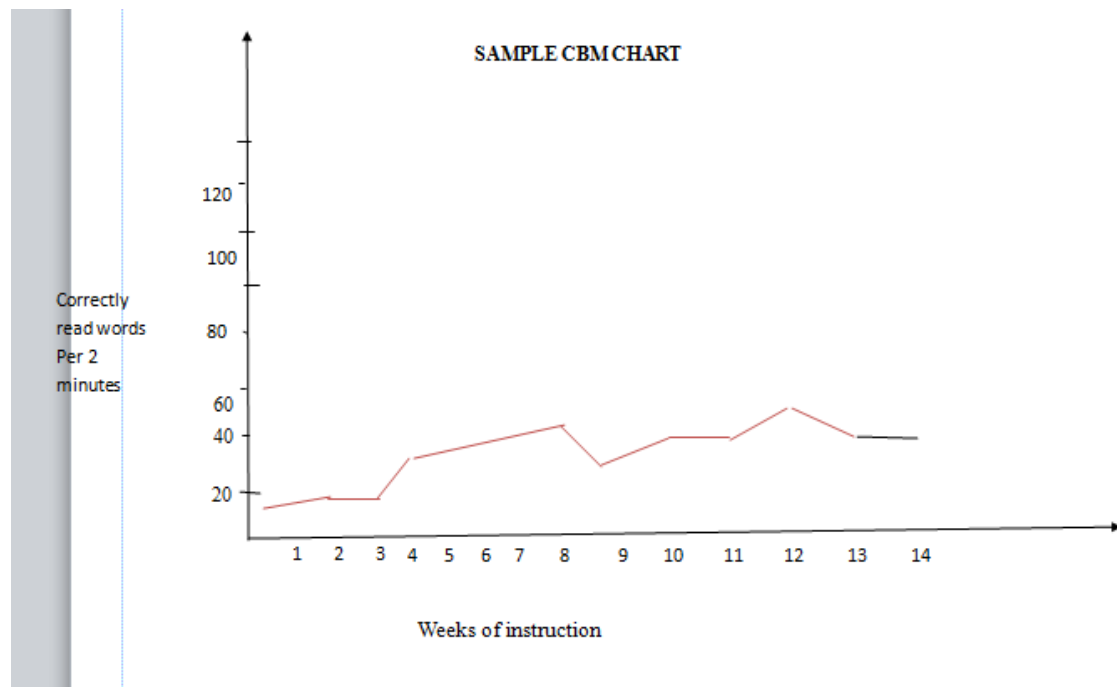


Figure 1(Wallace, 2007)

Interpretations

The student presented an average CBM score. He was faced with numerous omissions of words, substitution of words, repeating a word several times, and difficulty in pronunciation of the words. The omissions of the word were caused by his quick reading. This shows that the student is able to read, but reading quickly contributed to recording many errors. Also, having the problem of substitution of words made him spend a lot of time re-correcting him. While I recorded error in any word substituted, he was persistent in substituting words. Repeating words contributed him spend much time. Though I ignored any word repeated, I noticed he repeated some words twice and thrice. The difficulty in pronouncing words was recorded as an error. Especially when paused to read the word for more than 4 seconds. Therefore, I can classify this student as a slow learner.

Recommendations

Students should be encouraged to read the short passages. I realized when I was undertaking the CBM that the student had a problem in reading the passage. He concentrated much on finishing the passage rather understanding the text as well as reading correctly. Also, he did not heed to the instructions I gave him. For example, I had told him to look at the book from which he was reading the passage, and he instead distracted from the outside environment. Therefore, I would recommend the teachers to change the mode of teaching students with instructions. He was easily distracted from concentration by small things. He also lost the flow of the passage. Thus, teachers should teach these students in a quiet place away from distractions. Additionally, understanding the students and their background is important in assessing their capabilities to pursue academic excellence. According to statistics released by the World health organization in 2007, the background of the student shapes their abilities to comprehend stories.

References

- Wallace, T., Espin, C. A., McMaster, K., Deno, S. L., & Foegen, A. (2007). CBM Progress Monitoring Within a Standards-Based System: Introduction to the Special Series. *The Journal of Special Education, 41*(2), 66-67.