



AIMSWEB[®]

CHARTING THE PATH TO LITERACY

Administration and Scoring of

***READING-CURRICULUM-BASED
MEASUREMENT (R-CBM)***

for Use in General Outcome Measurement

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Overview of Reading-CBM Assessment Training Session

Part of a training series developed to accompany the ***AIMSweb Improvement System***.

Purpose is to provide the background information and data collection procedures necessary to administer and score Reading - Curriculum Based Measurement (R-CBM).

Designed to accompany:

- *Administration and Scoring of Reading Curriculum-Based Measurement for Use in General Outcome Measurement (R-CBM) Training Workbook*
- Standard Reading Assessment Passages
- AIMSweb Web-based Software
- Training Video

Training Session Goals

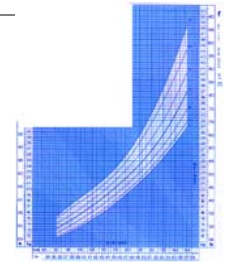
Brief review of Curriculum-Based Measurement (CBM) and General Outcome Measurement (GOM).

- Its Purpose.
- Its Origins.

Learn how to administer and score through applied practice.

General Outcome Measures from Other Fields

Medicine measures height, weight, temperature, and/or blood pressure.

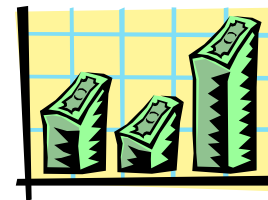


Federal Reserve Board measures the Consumer Price Index.

Wall Street measures the Dow-Jones Industrial Average.



Companies report earnings per share.



McDonald's measures how many hamburgers they sell.



Common Characteristics of GOMs

Simple, accurate, and reasonably ***inexpensive*** in terms of time and materials.

Considered so ***important*** to doing business well that they are ***routine***.

Are ***collected*** on an ***ongoing*** and ***frequent basis***.

Shape or ***inform*** a variety of important decisions.

Origins of CBM as General Outcome Measures

Curriculum-Based Measurement (CBM) was developed more than 20 years ago by Stanley Deno at the University of Minnesota through a federal contract to develop a reliable and valid measurement system for evaluating basic skills growth.

CBM is supported by more than **25 years of school-based research** by the US Department of Education.

Supporting documentation can be found in more than **150 articles, book chapters, and books in the professional literature** describing the use of CBM to make a variety of important educational decisions.

CBM was Design to Provide Educators With.....

The same kind of evaluation technology as other professions...

Powerful measures that are:

- *Simple*
- *Accurate*
- *Efficient* indicators of student achievement that *guide* and *inform* a variety of decisions

Reading - Curriculum-Based Measurement (R-CBM)

Students read aloud for 1 minute from Edformation's *Standard Reading Assessment Passages* of meaningful, connected text.

Number of words read correct and number of errors are counted.

Reported as **WRC/errors**

An Example of R-CBM - Illustration 1 Practice Video

I can say many numbers. First I say "one," and then I say "two." I can count very high, but I can't count every number. Even though I can write many numbers, I can never write every number. I would run out of time and space before I could finish. Numbers keep going forever.

I see numbers just about anywhere I look. Numbers help us every day. You can put them together to add. You can take them away to subtract. Numbers help measure how long, short, and wide things are. Numbers tell us how much food and toys cost. They tell us how many miles we have left to drive until we get home. Numbers tell us how fast we ran a race. They let us know how many points our team scored in a game. Numbers tell us how tall we are. They help us figure out how much we've grown. They let us know what size our hands and feet are. Numbers tell us how much longer a cake needs to bake before it's done.



Observation Questions

What did you observe about this child's reading?

Is she a good reader?

Give your reason(s) for your answer to the second question?

About how many words did she read correctly?

An Example of R-CBM - Illustration 2 Practice Video

I can say many numbers. First I say "one," and then I say "two." I can count very high, but I can't count every number. Even though I can write many numbers, I can never write every number. I would run out of time and space before I could finish. Numbers keep going forever.

I see numbers just about anywhere I look. Numbers help us every day. You can put them together to add. You can take them away to subtract. Numbers help measure how long, short, and wide things are. Numbers tell us how much food and toys cost. They tell us how many miles we have left to drive until we get home. Numbers tell us how fast we ran a race. They let us know how many points our team scored in a game. Numbers tell us how tall we are. They help us figure out how much we've grown. They let us know what size our hands and feet are. Numbers tell us how much longer a cake needs to bake before it's done.



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Qualitative Features Worth Noting

R-CBM
Workbook:
Page 19

Qualitative Features Checklist

Student Name: _____

Rater: _____

Date: _____

Testing Material: _____

After listening to the student read connected text, judge the degree to which you observe these important features of successful reading. Note that some features may not be observed.

- _____ Reads fluently or efficiently.
- _____ Reads very accurately (>95%).
- _____ Has an effective strategy for unknown words.
- _____ Reading errors preserve rather than distort meaning.
- _____ Reads with expression (attention to prosodic features).
- _____ Self-corrects errors (comprehension self-monitoring).
- _____ Adjusts pace when complexity or "considerateness" of text changes.

Additional Comments:

R-CBM is Used for Scientific Reasons Based on Evidence:

It is a **reliable** and **valid** indicator of student achievement.

It is **simple, efficient**, and of **short** duration to facilitate frequent administration by teachers.

It provides assessment information that **helps teachers plan better instruction**.

It is **sensitive to the improvement** of students' achievement over time.

It is **easily understood** by teachers and parents.

Improves achievement when used to monitor progress.

Things to Always Remember About R-CBM

Are designed to serve as “**indicators**” of general reading achievement. R-CBM doesn’t measure everything, but measures the **important** things.

Are **Standardized tests** to be given, scored, and interpreted in a **standard way**.

Are **researched** with respect to psychometric properties to ensure accurate measures of learning.

Items to Remember (continued)

Are ***Sensitive*** to improvement in ***Short Periods*** of time.

Also tell us ***how*** students earned their scores
(***Qualitative*** Information).

Designed to be *as short as possible* to ensure its ***“do ability.”***

Are ***linked to decision making*** for promoting positive achievement
and Problem-Solving.

Benefits of Using Edformation's *Standard Reading Assessment Passages*

Are written to represent **general curriculum** or be "**curriculum independent.**"

Allow decision making about reading growth, regardless of between-school, between-school-district, between-teacher differences in reading curriculum.

Are **graded** to be of **equal** difficulty.

Have numerous **alternate forms** for testing over time without practice effects.

Administration and Scoring of R-CBM

What Examiners Need To Do...

- **Before** Testing students
- **While** Testing students
- **After** Testing students

Things you Need Before Testing

1. Standard Reading Assessment Passage Student Copy:

- *No numbers*
- *Between 250-300 words (exception: 1st grade)*
- *An informative first sentence*
- *Same font style and size*
- *Text without pictures*
- *Obtain from your LAM*

I can say many numbers. First I say "one," and then I say "two." I can count very high, but I can't count every number. Even though I can write many numbers, I can never write every number. I would run out of time and space before I could finish. Numbers keep going forever.

I see numbers just about anywhere I look. Numbers help us every day. You can put them together to add. You can take them away to subtract. Numbers help measure how long, short, and wide things are. Numbers tell us how much food and toys cost. They tell us how many miles we have left to drive until we get home. Numbers tell us how fast we ran a race. They let us know how many points our team scored in a game. Numbers tell us how tall we are. They help us figure out how much we've grown. They let us know what size our hands and feet are.

Things you Need Before Testing

2. Standard Reading Assessment Passage Examiner Copy:

- Pre-numbered so they can be scored quickly and immediately.

- Obtain from your LAM.

I can say many numbers. First I say "one," and then I say	13
"two." I can count very high, but I can't count every number.	25
Even though I can write many numbers, I can never write every	37
number. I would run out of time and space before I could	49
finish. Numbers keep going forever.	54
I see numbers just about anywhere I look. Numbers help	64
us every day. You can put them together to add. You can take	77
them away to subtract. Numbers help measure how long,	86
short, and wide things are. Numbers tell us how much food	97
and toys cost. They tell us how many miles we have left to	110
drive until we get home. Numbers tell us how fast we ran a	123
race. They let us know how many points our team scored in a	136
game. Numbers tell us how tall we are. They help us figure	148
out how much we've grown. They let us know what size our	160
hands and feet are.	164

3. Tier 1 (Benchmark) R-CBM Probes:

1. AIMSweb Manager provides staff with copies of three grade-level probes (teacher and student copies).
2. **FALL (Sept.):** Staff administer three, grade-level probes to each student.
Report median score.
3. **WINTER (Jan.):** Repeat administration of same three probes to each student.
Report median score.
4. **SPRING (May):** Repeat administration of same three probes to each student.
Report median score.

**E
X
A
M
P
L
E**



FALL (Sept): Grade 3

- P01: It rained all day.**
- P02: Billy was sitting.**
- P03: Mama frog carried.**

WINTER (Jan): Grade 3

- P01: It rained all day.**
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Grade	Name
1	1P01The_black_and_white_dog.pdf
	1P02Sue_liked_to_play.pdf
	1P03The_cat_in_the.pdf
2	2P01Dad_and_Rob.pdf
	2P02Peg_watched_her.pdf
	2P03Meg_Anna_and_Kate.pdf
3	3P01It_rained_all_day.pdf
	3P02Billy_was_sitting.pdf
	3P03Mama_frog_carried.pdf
4	4P01As_soon_as.pdf
	4P02Charlie_Clark_had.pdf
	4P03It_was_difficult.pdf
5	5P01The_fox_wasnt.pdf
	5P02Leo_went_to.pdf
	5P03Its_like_a_jungle.pdf
6	6P01One_of_the_reasons.pdf
	6P02I_was_terrified.pdf
	6P03The_land_outside.pdf
7	7P01I_live_in.pdf
	7P02Josh_walked_out.pdf
	7P03The_mountain_and.pdf
8	8P01In_the_field.pdf
	8P02Jellyfish_are_creatures.pdf
	8P03Mr_Harper_was.pdf

4. Additional Assessment Aids Needed Before Testing

A list of students to be assessed

Stop Watch (required—digital preferred)

Clipboard

Pencil Transparencies or paper copies of examiner passages

Dry Marker or Pencil

Wipe Cloth (for transparencies only)



Setting up Assessment Environment

Assessment environments are flexible and could include...

- A set-aside place in the classroom
- Reading station in the hall way
- Reading stations in the media center, cafeteria, gym, or empty classrooms



Things You Need to do While Testing

Follow the standardized directions:

- R-CBM is a standardized test
- Administer the assessment with consistency
- Remember it's about testing, not teaching
- Don't teach or correct
- Don't practice reading the passages
- Remember *best*, not fastest reading
- Sit across from, not beside student

R-CBM Standard Directions for 1 Minute Administration

- 1) Place the *unnumbered* copy in front of the student.
- 2) Place the *numbered* copy in front of you, but shielded so the student cannot see what you record.
- 3) Say:

When I say ‘Begin,’ start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will tell it to you. Be sure to do your best reading. Are there any questions? (PAUSE)
- 4) Say **“Begin”** and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.
- 5) Follow along on your copy. Put a slash (/) through words read incorrectly.
- 6) At the end of 1 minute, place a bracket (]) after the last word and say, **“Stop.”**
- 7) Score and summarize by writing WRC/Errors

“Familiar” Shortened Directions

When students are assessed frequently and know the directions.

Say:

*When I say ‘**Begin,**’ start reading aloud at the top of this page.*

Items to Remember

Emphasize Words Read Correctly (WRC). Get an accurate count.

3-Second Rule.

No Other Corrections.

Discontinue Rule.

Be Polite.

Best, not fastest.

Interruptions.

Accuracy of Implementation (AIRS)

Accuracy of Implementation Rating Scale (AIRS)

Examiner: _____

Observer: _____

X = completed accurately O = incorrect

Testing Procedure

	Observation				
	1	2	3	4	5
Places student copy in front of reader.	---	---	---	---	---
Places examiner copy out of view of reader.	---	---	---	---	---
Seated appropriate distance from reader.	---	---	---	---	---
Says standardized directions.	---	---	---	---	---
Says "Begin".	---	---	---	---	---
Starts stopwatch at correct time (after student says first word).	---	---	---	---	---
Marks errors on examiner copy.	---	---	---	---	---
Times accurately for 1 minute.	---	---	---	---	---
Stays "Stop".	---	---	---	---	---
Stops stopwatch.	---	---	---	---	---
Marks last word read with a bracket.	---	---	---	---	---
Turns off tape recorder (optional).	---	---	---	---	---
Determines WRC and Errors.	---	---	---	---	---
Records score as WRC/Errors.	---	---	---	---	---

Things to do After Testing

Score immediately!

Determine *WRC*.

Put a slash (/) through incorrect words.

If doing multiple samples, organize your impressions of qualitative features.

What is a Word Read Correctly?

Correctly pronounced words within context.

Self-corrected incorrect words within 3 seconds.

What is an Error?

Mispronunciation of the word

Substitutions

Omissions

3-Second pauses or struggles (examiner provides correct word)

What is not Incorrect? (Neither a WRC or an Error)

Repetitions

Dialect differences

Insertions (consider them qualitative errors)

Example

Juan finished reading after 1 minute at the 145th word, so he read 145 words total.

Juan also made 3 errors.

Therefore his WRC was 142 with 3 errors.

Reported as: 142/3.

Calculating and R-CBM Scores

Record total number of words read.

Subtract the number of errors.

Report in standard format of WRC/Errors (72/3).

R-CBM Scoring Rules and Examples

A complete list of scoring rules can be found in the Appendix of your workbook.

Please review and become familiar with the more unusual errors.

Data: Obtain MEDIAN score for student's 3 passages:

67 / 2

85 / 8

74 / 9

Bat lived all by himself in a damp and musty cave. The cave was always dark and dreary. As Bat hung upside down day after day, he thought about his sorrows.	14
"If only I had a friend," Bat often thought. "If I had a friend, I would have someone to play with. If I had a friend to talk to, I think I'd finally be very happy."	27
At night Bat would spread his strong wings and fly from the cave. He would search for a nice apple tree. Then he would perch on a branch and gobble down a juicy dinner. Bat liked apples, and he loved plums. But his favorite meals were those of beetles and other bugs. To catch bugs, Bat had to swoop through the air with his mouth open. One night Bat was swooping through the air when he bumped into something solid and furry. Bat fell to the ground. He was scared as he looked up and stared into the yellow eyes of a cat.	31
"Oh, please don't eat me!" Bat cried as he covered his tiny head. "I don't plan on eating you," said the cat. "Don't have a heart attack."	47
"Why wouldn't you?" Bat asked as he looked into the cat's yellow eyes.	64
The cat yawned. "My owners feed me plenty of cat food so I don't have to hunt. To be honest, I'm bored most of the time."	67
"Would you consider being my friend?" asked Bat. "I'll teach you how to hang upside down, and I'll even teach you how to catch bugs. What do you say?"	80
"That sounds wonderful," said the cat. "You've got a deal. When do you think we could start? Do you think you could teach me how to fly too? I think I'm going to like being friends with you."	94
	107
	119
	132
	144
	158
	170
	183
	196
	197
	209
	210
	224
	236
	247
	261
	265
	276
	292
	303

1 min.

Gabe was always telling his friends about his Uncle Jack. "My Uncle Jack," he would say, "is really famous. He can fly his own plane, and he can ride wild horses. He's over six feet tall, and he wears a cowboy hat made out of alligator skin."	10
"Why does he wear a cowboy hat made out of alligator skin?" Gabe's friend, John, asked him one day. "What's so special about that?"	23
"Well, my Uncle Jack wrestles alligators," said Gabe. "That's how he got the hat."	28
The boys in Gabe's class grew sick and tired of him bragging about his Uncle Jack all the time. No one really believed Gabe's stories about his Uncle Jack. All the boys thought Gabe was lying. They started to pick on Gabe. They started to call him mean names. "Lizard breath!" John called Gabe one day. "I bet you've got lizard breath because you've been kissing alligators!"	47
Everyone laughed at John's words. Gabe couldn't believe it. He thought those boys were his friends.	59
One afternoon, John was teasing Gabe as usual when there was a knock on the classroom door. When the teacher answered it, all the kids gasped as the teacher stepped aside.	70
A man walked into the room. He was over six feet tall, and he wore a cowboy hat. He had very big hands, green eyes, and a dead alligator slung over his shoulder.	71
"Hello mates," he said. "I'm looking for my nephew, Gabe."	81
Gabe jumped out of his seat. He was so excited to see his Uncle Jack that he gave him a hug in front of everyone.	85
"Gabe," the teacher said, "would you please introduce us to your guest?"	96
"This is my Uncle Jack," Gabe said with a smile. "He's come here today to show us how to wrestle alligators."	111
	124
	134
	146
	152
	162
	168
	180
	192
	199
	214
	228
	232
	242
	256
	267
	278
	279
	292
	300

1 min.

Even though Marcus and Beth were twins, they were very different people. Beth liked exciting things. At the fair, she liked to ride on the fastest roller coaster. When she visited the ice cream shop, she chose a new flavor each time. Marcus liked things that didn't change much. At the fair, he rode the Ferris wheel around and around slowly. When he visited the ice cream shop, he always chose chocolate.	11
Mother told the twins they would soon have a new baby brother or sister. Beth wanted to name the baby after a super hero. Marcus thought "Marcus" was a nice name.	25
When Mother came home with the new baby, Beth wore a party hat and blew a loud horn. Marcus just held a sign saying, "Welcome."	37
First Beth held the new baby. She sang the baby a song about horses and ducklings. She put shiny purple and orange tap shoes on the baby's feet. She tried to make the baby laugh. Beth made faces and told jokes, but the baby just slept.	50
Then Marcus held the new baby. He whispered a slow song in the baby's ear. He repeated the names of all the rooks he knew. He tickled the baby's little feet. Marcus showed the baby his favorite stamp collection. He read the baby a story about reptiles, but the baby just slept.	63
One day Mother asked, "I wonder if the baby will be like Marcus or like Beth?"	72
Marcus said, "I want the baby to be just like me!"	85
Beth shouted, "I want the baby to be just like me!"	97
Suddenly the baby woke up and began to cry harder and harder.	103
Mother said, "I think the baby is saying he doesn't want to be like Marcus or like Beth. I think the baby wants to be like himself!"	116
	128
	141
	153
	168
	174
	187
	201
	212
	225
	236
	242
	253
	264
	276
	290
	303

1 min.

Why use Median vs. Average?

Averages are susceptible to outliers when dealing with small number sets. Median Score is a statistically more reliable number than average for R-CBM.

Slide 38

la14

Rosanna, do we need to get "anal" about these and actually add the red hashmarks randomly on each sample page, plus the bracket?
Do users really need this visual or is this taking it too far?

Lisa Langell, 1/22/2006

The Data: Obtain **MEDIAN** score for 3 passages:

~~67 / 2~~

~~85 / 8~~

74 / 9

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"If only I had a friend," Bat often thought. "If I had a friend, I would have someone to play with. If I had a friend to talk to, I think I'd finally be very happy."	47 64 67
At night Bat would spread his strong wings and fly from the cave. He would search for a nice apple tree. Then he would perch on a branch and gobble down a juicy dinner. Bat liked apples, and he loved plums. But his favorite meals were those of beetles and other bugs.	80 94 107 119
To catch bugs, Bat had to swoop through the air with his mouth open. One night Bat was swooping through the air when he bumped into something solid and furry. Bat fell to the ground. He was scared as he looked up and stared into the yellow eyes of a cat.	132 144 158 170
"Oh, please don't eat me!" Bat cried as he covered his tiny head. "I don't plan on eating you," said the cat. "Don't have a heart attack."	183 196 197
"Why wouldn't you?" Bat asked as he looked into the cat's yellow eyes.	209
The cat yawned. "My owners feed me plenty of cat food so I don't have to hunt. To be honest, I'm bored most of the time."	210 224
"Would you consider being my friend?" asked Bat. "I'll teach you how to hang upside down, and I'll even teach you how to catch bugs. What do you say?"	247 261 265
"That sounds wonderful," said the cat. "You've got a deal. When do you think we could start? Do you think you could teach me how to fly too? I think I'm going to like being friends with you."	276 292 303

1 min.

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1 min.

1. Throw out the **HIGH** and **LOW** scores for Words Read Correct (WRC)

The Data: Obtain **MEDIAN** score for 3 passages:

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~~85 / 8~~

Gabe was always telling his friends about his Uncle Jack. "My Uncle Jack," he would say, "is really famous. He can fly his own plane, and he can ride wild horses. He's over six feet tall, and he wears a cowboy hat made out of alligator skin."	10 23 38 47
"Why does he wear a cowboy hat made out of alligator skin?" Gabe's friend, John, asked him one day. "What's so special about that?"	59 70 71
"Well, my Uncle Jack wrestles alligators," said Gabe. "That's how he got the hat."	81 85
The boys in Gabe's class grew sick and tired of him bragging about his Uncle Jack all the time. No one really believed Gabe's stories about his Uncle Jack. All the boys thought Gabe was lying. They started to pick on Gabe. They started to call him mean names. "Lizard breath!" John called Gabe one day. "I bet you've got lizard breath because you've been kissing alligators!"	96 111 124 134 146 152
Everyone laughed at John's words. Gabe couldn't believe it. He thought those boys were his friends. One afternoon, John was teasing Gabe as usual when there was a knock on the classroom door. When the teacher answered it, all the kids gasped as the teacher stepped aside. A man walked into the room. He was over six feet tall, and he wore a cowboy hat. He had very big hands, green eyes, and a dead alligator slung over his shoulder. "Hello mates," he said. "I'm looking for my nephew, Gabe."	162 188 189 199 214 228 232 242
Gabe jumped out of his seat. He was so excited to see his Uncle Jack that he gave him a hug in front of everyone. "Gabe," the teacher said, "would you please introduce us to your guest?"	256 267 278 279
"This is my Uncle Jack," Gabe said with a smile. "He's come here today to show us how to wrestle alligators."	292 300

1 min.

74 / 9

Even though Marcus and Beth were twins, they were very different people. Beth liked exciting things. At the fair, she liked to ride on the fastest roller coaster. When she visited the ice cream shop, she chose a new flavor each time. Marcus liked things that didn't change much. At the fair, he rode the Ferris wheel around and around slowly. When he visited the ice cream shop, he always chose chocolate.	11 25 37 50 63 72
Mother told the twins they would soon have a new baby brother or sister. Beth wanted to name the baby after a super hero. Marcus thought "Marcus" was a nice name. When Mother came home with the new baby, Beth wore a party hat and blew a loud horn. Marcus just held a sign saying, "Welcome."	85 97 103 116 128
First Beth held the new baby. She sang the baby a song about horses and ducklings. She put shiny purple and orange tap shoes on the baby's feet. She tried to make the baby laugh. Beth made faces and told jokes, but the baby just slept. Then Marcus held the new baby. He whispered a slow song in the baby's ear. He repeated the names of all the rocks he knew. He tickled the baby's little feet. Marcus showed the baby his favorite stamp collection. He read the baby a story about reptiles, but the baby just slept.	141 153 168 174 187 201 212 225 240
One day Mother asked, "I wonder if the baby will be like Marcus or like Beth?" Marcus said, "I want the baby to be just like me!" Beth shouted, "I want the baby to be just like me!" Suddenly the baby woke up and began to cry harder and harder. Mother said, "I think the baby is saying he doesn't want to be like Marcus or like Beth. I think the baby wants to be like himself!"	242 253 264 276 290 303

1 min.

2. Throw out the HIGH and LOW scores for the Errors.

Remaining scores = MEDIAN.

=74/8

3. Report this score in your AIMSweb account.

Slide 40

lal6

Rosanna, do we need to get "anal" about these and actually add the red hashmarks randomly on each sample page, plus the bracket?
Do users really need this visual or is this taking it too far?

Lisa Langell, 1/22/2006

Determining Inter-Rater Agreement

Example: Dave

2 examiners observed Dave's reading:

1 scored Dave as 100 WRC

1 scored Dave as 98 WRC

- They *agreed* that Dave read 98 of the words correct.
- They *disagreed* on 2 words correct.



Inter-rater Agreement Formula:

Agreements/(Agreements + Disagreements) x 100=IRA

$$(98)/ (98 + 2)=$$

$$98/100 = .98$$

$$.98 \times 100 = \mathbf{98\%}$$

**Inter-rater Agreement for Dave is: 98%.
(Goal is 95% or better.)**


See R-CBM
Workbook:
Page 14

Prepare to Practice

You now have the building blocks to begin R-CBM assessment to ensure reading growth.

- Practice to automaticity — You'll become more efficient.
- Determine IRR with AIRS for accuracy and efficiency with a colleague.
- Stay in tune by periodically checking AIRS.

Prepare to Practice



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POWERED BY INFORMATION

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TRAINING WORKBOOK

AIMSweb™ Training Workbook

**Administration and Scoring of
Reading Curriculum-Based Measurement (R-CBM)
for Use in General Outcome Measurement**

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8-25-2002

Practice Exercise 1: Examiner Copy

Listen to this student read. Score the number of WRC and errors.

<p>It was raining outside, and there was nothing for Norman to do. "I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out. Watching a blank television was not something Norman wanted to do. He looked around at the four dismal walls that kept him out of the rain. "Now what am I going to do?" "You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."</p> <p style="text-align: center; font-size: small;">Continues on to about 250-300 words.</p>	<p>12 26 38 49 64 71 83 95 107</p>
---	--

Scores and Agreements

Examiner 1 Score (WRC): _____

Examiner 2 Score (WRC): _____

Agreements: _____

Disagreements: _____

Agreements + Disagreements: _____

Calculation

Agreements (____)/(Agreements + Disagreements) (____) = Agreement Value (____)

Agreement Value (____) x 100 = Inter-Scorer Agreement (____)%

AIRS Score

Number Completed Correctly: _____

Number Completed Incorrectly: _____

8-25-2002

AIMSweb Training Workbook 21

Appendix B - Practice Exercises

Practice Exercise 1: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."	71
	83
	95
	107
Continues on to about 250-300 words.	

Practice Exercise 1: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested,] "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."	71
	83
	95
	107
Continues on to about 250-300 words.	

This student read 73 WRC/7 Errors

Practice Exercise 2: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there.	71
	83
	95
	100
Continues on to about 250-300 words.	

Practice Exercise 2: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there."	71
	83
	95
	100
Continues on to about 250-300 words.	

This student read 97 WRC/3 Errors

Practice Exercise 3: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."	71
There was nothing Norman could say after his mom had made up her mind. He was going to have to clean out his closet.	83
The only problem was that Norman couldn't even open his closet door.	95
He had it held closed with a large wooden block.	107
	120
	131
	143
	153
Continues on to about 250-300 words.	

Practice Exercise 3: Let's Score

It was raining outside, and there was nothing for Norman to do.	12
"I have the most boring life," he moaned, as he plopped down on the couch. Just as he switched on the television, the power went out.	26
Watching a blank television was not something Norman wanted to do.	38
He looked around at the four dismal walls that kept him out of the rain.	49
"Now what am I going to do?"	64
"You could tidy up your room," his mom suggested, "or organize your closet. Your closet is a disaster, Norman. I'm actually frightened of what you might find in there. You haven't cleaned it in a decade."	71
There was nothing Norman could say after his mom had made up her mind. He was going to have to clean out his closet.	83
The only problem was that Norman couldn't even open his closet door.]	95
He had it held closed with a large wooden block.	107
	120
	131
	143
	153
Continues on to about 250-300 words.	

This student read 141 WRC/2 Errors

Practice Exercise 4: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?

All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.

Continues on to about 250-300 words.

14
29
46
58
71
85
87
101
115
124

Practice Exercise 4: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?

All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.

Continues on to about 250-300 words.

14
29
46
58
71
85
87
101
115
124

This student read 86 WRC/5 Errors

Practice Exercise 5: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher.	14 29 46
Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?	58 71 85 87
All Andy really wanted was to create a daring new kind of anthill. He wanted to build a modern castle. He could see the castle in his mind, and that goal made him continue his daily grind.	101 115 124

Continues on to about 250-300 words.

Practice Exercise 5: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every	14
day Andy and the other ants would wake up and go off to work. Andy's	29
job was to carry pieces of sand up the side of the anthill to build it higher.	46
Andy thought his job was really boring. Who would find carrying pieces	58
of sand interesting? All Andy did day after day was stack tiny pieces	71
of sand on top of other tiny pieces of sand. Where was the challenge	85
in that?	87
All Andy really wanted was to create a daring new kind of anthill. He	101
wanted to build a modern castle. He could see the castle in his mind,	115
and that goal made him continue his daily grind.	124
Continues on to about 250-300 words.	

This student read 88 WRC/2 Errors

Practice Exercise 6: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?

All Andy really wanted was to create a daring new kind of anthill.

Continues on to about 250-300 words.

14
29
46
58
71
85
87
100

Practice Exercise 6: Let's Score

Andy was one of the many ants who worked daily in the anthill. Every day Andy and the other ants would wake up and go off to work. Andy's job was to carry pieces of sand up the side of the anthill to build it higher. Andy thought his job was really boring. Who would find carrying pieces of sand interesting? All Andy did day after day was stack tiny pieces of sand on top of other tiny pieces of sand. Where was the challenge in that?	14 29 46 58 71 85 87
All Andy really wanted was to create a daring new kind of anthill.]	100
Continues on to about 250-300 words.	

This student read 99 WRC/1 Error

Practice Exercise 7: Let's Score

An old man lived in a shack deep in the forest. His tiny shack stood beside a musical brook. He didn't mind that his house was tiny or that the wind blew in under his doors. Even though he was cramped and often cold, he could listen to the music of the brook all day and night.	15 29 42 57
In his spare time, the old man made bells out of brass and silver. However, the bells he made were silent. Only the musical brook beside his shack could make the bells ring. Every evening the man would carry the bells he'd forged that day to the brook and dip them into its musical waters.	71 83 96 111 112
Continues on to about 250-300 words.	

Practice Exercise 7: Let's Score

An old man lived in a shack deep in the forest. His tiny shack stood	15
beside a musical brook. He didn't mind that his house was tiny or that	29
the wind blew in under his doors. Even though he was cramped and	42
often cold, he could listen to the music of the brook all day and night.	57
In his spare time, the old man made bells out of brass and silver.	71
However, the bells he made were silent. Only the musical brook beside	83
his shack could make the bells ring. Every evening the man would carry	96
the bells he'd forged that day] to the brook and dip them into its musical	111
waters.	112
Continues on to about 250-300 words.	

This student read 96 WRC/6 Errors

Practice Exercise 8: Let's Score

An old man lived in a shack deep in the forest. His tiny shack stood beside a musical brook. He didn't mind that his house was tiny or that the wind blew in under his doors. Even though he was cramped and often cold, he could listen to the music of the brook all day and night.	15 29 42 57
In his spare time, the old man made bells out of brass and silver. However, the bells he made were silent. Only the musical brook beside his shack could make the bells ring. Every evening the man would carry the bells he'd forged that day to the brook and dip them into its musical waters. The bells would go into the brook silent and come out ringing with song. It always made the man joyful to hear his bells ringing. What a beautiful sound!	71 83 96 111 124 137 141

Continues on to about 250-300 words.

Practice Exercise 8: Let's Score

An old man lived in a shack deep in the forest. His tiny shack stood	15
beside a musical brook. He didn't mind that his house was tiny or that	29
the wind blew in under his doors. Even though he was cramped and	42
often cold, he could listen to the music of the brook all day and night.	57
In his spare time, the old man made bells out of brass and silver.	71
However, the bells he made were silent. Only the musical brook beside	83
his shack could make the bells ring. Every evening the man would carry	96
the bells he'd forged that day to the brook and dip them into its musical	111
waters. The bells would go into the brook silent and come out ringing	124
with song. It always made the man joyful to hear his bells ringing.	137
What a beautiful sound!	141
Continues on to about 250-300 words.	

This student read 139 WRC/2 Errors



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The End
