



AIMSweb
CHARTING THE PATH TO LITERACY

Administration and Scoring of Written Expression Curriculum Based Measurement (WE-CBM)

Power Point Created by
Lisa Langell, M.A., S.Psy.S.

*Based on Administration and
Scoring of Written Expression
Measures for Use with
AIMSweb Training Workbook*
Michelle M. Shinn, Ph.D.
Mark R. Shinn, Ph.D.

AIMSweb
CHARTING THE PATH TO LITERACY

Overview of WE-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 Written Expression - Curriculum Based Measurement (WE-CBM).

Designed to accompany:

- *Administration and Scoring of Written Expression CBM for Use with AIMSweb Training Workbook*
- Standard Written Expression Story Starters
- AIMSweb Web-based Software

AIMSweb
CHARTING THE PATH TO LITERACY

Training Session Goals

Learn how to administer and score through applied practice.

Written Expression (WE-CBM):

- **Total Words Written (TWW)**
- **Correct Sequences Written (CSW)**
- **Words Spelled Correct (WSC)**

AIMSweb
CHARTING THE PATH TO LITERACY

Written Expression CBM:

School-based research:
(Deno, Marston, & Mirkin, 1982; Deno et al., 1982; Marston, 1989; Marston & Deno, 1981; Marston, Lowry, Deno, & Mirkin, 1981; Videen, Deno, & Marston, 1982)

3 minutes—given an age-appropriate story starter—is a reliable and valid general outcome measure of general written expression for:

- Typically achieving students through Grade 6
- Students with severe writing problems

AIMSweb
CHARTING THE PATH TO LITERACY

Administration and Scoring of Written-Expression CBM

What Examiners Need To Do...

- **Before** testing students
- **While** testing students
- **After** testing students

AIMSWEB[®]
CHANGING THE WAY TO LITERACY

WE-CBM Measures

Before testing students, you need:

1. Story starters (short orally presented ideas that give students something to write about—downloadable from AIMSweb "Downloads" page.)
2. Lined paper for student(s) responses.
3. A stopwatch.

- We've found that having the Story Starter on the top of the page increases the likelihood that the student copies it!
- Copying the Story Starter can provide an OVERESTIMATE of the student's general writing skills and, of course, is a significant deviation from the standardized procedures.

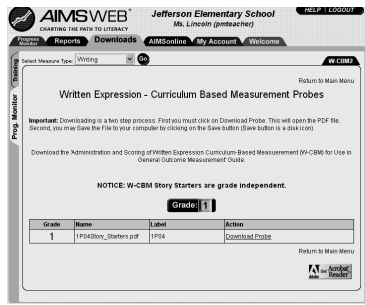
AIMSWEB[®]
CHANGING THE WAY TO LITERACY

Things to KEEP IN MIND During Testing

1. It's about testing, not teaching—
2. Best versus fastest writing—
3. General outcome measure

AIMSWEB[®]
CHANGING THE WAY TO LITERACY

Get Assessment Materials



Download Story Starters from your AIMSweb Account

AIMSWEB[®]
CHANGING THE WAY TO LITERACY

Arrange the Testing Environment

Accurate results depend on proper environment

Best place:

- Quiet
- Away from distractions
- May be administered in individual, small or large group setting
- Proctor if needed for larger groups—always encourage students to "keep writing the best story you can" until time limit is up.

AIMSWEB[®]
CHANGING THE WAY TO LITERACY

Getting Started

What Students Write About:
Students write their stories after being given an orally presented prompt called a Story Starter:

- Yesterday, a monkey climbed through the window at school and...
- I opened the front door very carefully and ...
- Yesterday the children went for a picnic and ...
- The missile landed on the moon and ...
- The mother and her daughter were walking in the park and ...
- It was a hot, dry day and I had been walking for hours without food or water when ...
- We were paddling on a beautiful lake in the woods when our boat tipped over and ...
- The day was warm and sunny and we were the only ones to see ...
- I waved out the window at my family as ...

AIMSWEB[®]
CHANGING THE WAY TO LITERACY

Administration:

1. Select an appropriate story starter.
2. Provide the student with a pencil and a sheet of lined paper.
3. Say these specific directions to the students:
"You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don't know how to spell a word, you should guess. Are there any questions? (Pause). Put your pencils down and listen."
4. After reading the story starter, begin your stopwatch and allow 1 minute for students to "think." (Monitor students so that they do not begin writing).

After 30 seconds say: **"You should be thinking about..."** (insert story starter)."

(Page 8 in manual!)

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

Administration:

...Let 30 more seconds pass...

5. At the end of the 1 minute say: **"Now begin writing."** Restart your stopwatch (set for 3 minutes).

6. Monitor students' participation. If individual students pause for about 10 seconds or say they are done before the test is finished, move close to them and say **"Keep writing the best story you can."** This prompt can be repeated to students should they pause again.

7. After 90 seconds say: **"You should be thinking about..."** (insert story starter)."

8. At the end of 3 minutes say: **"Stop. Put your pencils down."** If students want to finish their story, it is allowable to do so as long as they complete it on a separate piece of paper.

(Page 8 in manual!)

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

WE-CBM Scoring: Total Words Written

What Is A Word?
Any letter or group of letters separated by a space is defined as a word, even if the word is misspelled or is a nonsense word.

Sentence	Total Words Written
The sky was blue	TWW = 4
The sky was blew	TWW = 4
I tuk a baf	TWW = 4
I tuka baf	TWW = 3

Page 10 in manual has additional scoring examples & rules.

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

Practice- TWW

As I walked down the path, I saw a lost puppy in the field, crying for his mother...

The puppy waz little and had white fir with floppie ears he was walking towerd me and I wanted to pick him up and hold him. I called the puppy and he came and sat down net to me and I think he is my friend. I wonder if mom will be let me have him.

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

Practice- TWW

As I walked down the path, I saw a lost puppy in the field, crying for his mother...

The puppy waz little and had white fir with floppie ears he was walking towerd me and I wanted to pick him up and hold him. I called the puppy and he came and sat down net to me and I think he is my friend. I wonder if mom will be let me have him.

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

WE-CBM Scoring: CWS (optional)

A caret "A" is used to mark each unit of the correct writing sequence. There is an implied space at the beginning of the first sentence.

The dog ran down the road. 7 cws
 The gog ran down road 2 cws
 Te dog running down the road. 4 cws

- Circle words spelled incorrectly (makes carets easier)
- Place caret "A" between words that are:
 - Mechanically (spelled correctly, capitalized correctly)
 - Syntactically correct
- Sum the number of carets.
- May require inferences about what the student intended to write.

AIMSWEB[®]
CHANGING THE PATH TO LITERACY

WE-CBM Scoring: CWS (optional)

Rule 1. Pairs of Words Must Be Spelled Correctly:

All of the kids started to laugh. CWS = 8
 All of the kids started to laghf. CWS = 6

Rule 2. Words Must Be Capitalized and Punctuated Correctly with the Exception of Commas.

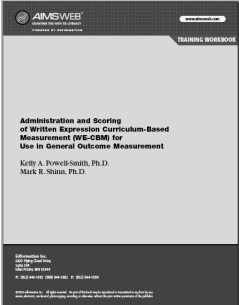
- 2a. Correct punctuation must be present at the end of the sentence.
- 2b. The first word of the next sentence must be capitalized and be spelled correctly for a correct writing sequence to be scored.

The sky was blue. It was pretty. CWS = 9
 The sky was blue. it was pretty CWS = 6

AIMSWEB
COURTESY: ILLINOIS TEST SERVICES

Written Expression Manual

- A full array of administration rules and scoring examples is found in your manual
- Locate this manual under the Downloads tab of your AIMSweb Software account.



The image shows the cover of a training workbook. At the top left is the AIMSweb logo. The title 'Administration and Scoring of Written Expression Curriculum-Based Measurement (WE-CBM) for Use in General Outcome Measurement' is centered. Below the title are the authors' names: 'Kelly A. Fowell-Smith, Ph.D.' and 'Mark W. Shavel, Ph.D.'. At the bottom, it says '© 2012 AIMSweb, Inc. All rights reserved.' and 'A 2012 AIMSweb, Inc. All rights reserved.'.

AIMSWEB
COURTESY: ILLINOIS TEST SERVICES

The End
