

Contents

1	Introduction	1
1.1	Outline of the Book	2
Part I Background of Education and Curriculum-Based Evaluation		
2	History of Education	7
2.1	Chapter Preview	7
2.2	The State of Education	7
2.2.1	Students with Disabilities and Second-Language Learners ...	9
2.3	Why are Schools Struggling?	10
2.3.1	Teacher Attrition	11
2.3.2	Changing Student Population	11
2.3.3	Isolation Among Staff and Fragmented School Structure	13
2.3.4	Historical Focus on Labeling and Entitlement	13
2.3.5	Inadequate Educator Training on Scientific Practices and Limited Use of Effective Practices	14
2.4	What to do About it?	15
2.4.1	Improvement Practice 1: Increase Collaboration Among Staff	16
2.4.2	Improvement Practice 2: Ensure Effective Practices	17
2.4.3	Improvement Practice 3: Increase the Connection Between Assessment and Instruction	18
2.5	Use of the PSM	19
2.5.1	Systems-Level Problem Solving	19
2.5.2	Individual Problem Solving	20
2.6	Purpose of the Book	20
2.7	Summary and Key Points	20
3	Multi-Tiered System of Support	23
3.1	Chapter Preview	23
3.2	Systemic Approaches to School Improvement	23

3.3	Description of Multi-Tiered System of Support	23
3.3.1	Key Principle 1: All Students can Learn to Grade-Level, Given the Right Level of Support	24
3.3.2	Key Principle 2: A Proactive, Preventative Approach to Education	27
3.3.3	Key Principle 3: Use of Evidence-Based Practices	28
3.3.4	Key Principle 4: Use of Data-Based Decision Making	29
3.3.5	Key Principle 5: Instructional Match	29
3.3.6	Key Principle 6: Schoolwide Use and Collaboration	29
3.4	Description of MTSS	30
3.5	Core Components of MTSS	31
3.5.1	Multiple Tiers of Instruction	32
3.5.2	Comprehensive Assessment System	34
3.6	The PSM	38
3.6.1	Systems-Level Problem Solving	41
3.7	Four Elements of MTSS	43
3.8	Developmental Process of MTSS	44
3.9	MTSS as the Backdrop for Curriculum-Based Evaluation	44
3.10	Summary and Key Points	45
4	What is Curriculum-Based Evaluation?	47
4.1	Chapter Preview	47
4.2	Definition of CBE	47
4.2.1	CBA vs CBM vs CBE	47
4.3	Assumptions Behind CBE	48
4.3.1	1. Problems are Defined as the Gap Between Expected Behavior and Observed Behavior	48
4.3.2	2. Learning is an Interaction	49
4.3.3	3. Background Knowledge is Critical	51
4.3.4	4. Focusing on Alterable Variables Leads to Better Instructional Recommendations	52
4.4	The CBE Process	53
4.5	RIOT/ICEL and Instructional Hierarchy	53
4.5.1	RIOT/ICEL	54
4.5.2	Instructional Hierarchy	56
4.6	Big Five Areas of Reading	58
4.7	Summary and Key Points	60
5	The Curriculum-Based Evaluation Process	63
5.1	Chapter Preview	63
5.2	The CBE Process	63
5.3	Problem Identification	64
5.4	Problem Analysis	65
5.5	Plan Implementation	65
5.5.1	Instructional Match	66
5.5.2	Goal Writing	66

5.5.3	Setting Goals	68
5.5.4	A Sense of Urgency	70
5.5.5	What Level Material Should be Used for Progress Monitoring?	71
5.5.6	Selecting Goal Criteria and Time Frame	71
5.5.7	Measuring Progress	73
5.5.8	Measuring Fidelity	74
5.6	Plan Evaluation	74
5.7	Summary and Key Points	75

Part II Using Curriculum-Based Evaluation

6	CBE Decoding	79
6.1	Chapter Preview	79
6.2	CBE Decoding	79
6.3	Problem Identification	80
6.3.1	Step 1—Ask: Is There a Problem? Do: Initial Problem Identification	80
6.3.2	Step 2—Ask: Does it Warrant Further Investigation? Do: Survey-Level Assessment	80
6.4	Problem Analysis	84
6.4.1	Step 3—Ask: What is the Student’s Rate and Accuracy? Do: Examine Rate and Accuracy with Grade-Level Material	84
6.4.2	Step 4—Ask: Can the Student Self-Correct Errors? Do: Self-Monitoring Assessment	85
6.4.3	Step 5—Ask: Does the Student Have Acceptable Rate at Any Level Above Grade 1? Do: Examine Results of SLA	88
6.4.4	Step 6—Ask: Are there Patterns to the Student’s Reading Errors? Do: Conduct Error Analysis	88
6.4.5	Step 7—Ask: Are Sight Words a Concern? Do: Assess Sight Words and/or Vocabulary	90
6.5	Plan Implementation	91
6.5.1	Teach: Accuracy and Self-Monitoring	91
6.5.2	Teach: Fluency	94
6.5.3	Teach: Targeted Instruction to Correct Errors	96
6.5.4	Teach: General Reading Instruction	97
6.6	Plan Evaluation	98
6.7	Expanding Your Knowledge and Fine-Tuning	99
6.8	Chapter Summary	101
7	CBE Early Literacy	135
7.1	Chapter Preview	135
7.2	Early Literacy Skills	135

7.3	CBE Early Literacy	136
7.4	Problem Identification	136
7.4.1	Step 1: Ask: Is There a Problem with Early Literacy Skills? Do: Initial Problem Identification	136
7.4.2	Step 2: Ask: Is the Student's Performance Below Criteria? Do: Survey-Level Assessment	138
7.5	Problem Analysis	140
7.5.1	Step 3: Ask: If Below Criterion on PSF, is an Error Pattern Evident? Do: Assess Phonemic Awareness Skills ...	140
7.5.2	Step 4: Ask: If Below Criterion on LNF, does the Student have Print Concepts and Letter Names Mastered? Do: Assess Print Concepts and Letter Names	142
7.5.3	Step 5: Ask: If Below Criterion on LSF and/or NWF, has the Student Mastered Individual Letter Sounds? Do: Assess Letter-Sound Correspondence and Letter Blends	143
7.5.4	Step 6: Ask: Is an Error Pattern Evident with Letter Blends? Do: Assess Letter Blends	143
7.5.5	Step 7: Ask: Are Sight Words a Concern? Do: Assess Sight Words	144
7.6	Plan Implementation	144
7.6.1	Teach: Phonemic Awareness	146
7.6.2	Teach: Print Concepts	147
7.6.3	Teach: Letter Identification with Letter-Sound Correspondence	147
7.6.4	Teach: Letter-Sound Correspondence	148
7.6.5	Teach: Letter Blends	149
7.7	Plan Evaluation	150
7.8	Expanding and Fine-Tuning	150
7.9	Chapter Summary	151
8	CBE Reading Comprehension	191
8.1	Chapter Preview	191
8.2	CBE Reading Comprehension	191
8.3	Problem Identification	192
8.3.1	Step 1: Ask: Is There a Problem? Do: Initial Problem Identification	192
8.3.2	Step 2: Ask: Does it Warrant Further Investigation? Do: Survey-Level Assessment	192
8.4	Problem Analysis	195
8.4.1	Step 3: Ask: Does the Student have Sufficient Rate and Accurate at Grade-Level with ORF? Do: Examine Rate and Accuracy as Described in Chapter 6	196
8.4.2	Step 4: Ask: Is the Student Missing Critical Vocabulary? Do: Examine Vocabulary of Content and Passages	196

8.4.3	Step 5: Ask: Is Student Monitoring Comprehension? Do: Examine Meta-Cognitive Skills	198
8.4.4	Comprehension Interview	198
8.4.5	Retell: Constructing Meaning from Text	200
8.4.6	Step 6: Ask: Does the Student's Background Knowledge Support Text Content? Do: Examine Background Knowledge	202
8.4.7	Background Knowledge Discussion	202
8.5	Plan Implementation	203
8.5.1	Teach: Vocabulary	204
8.5.2	Teach: Meta-Cognitive Strategies	205
8.5.3	Teach: Background Knowledge	206
8.6	Plan Evaluation	207
8.7	Expanding Your Knowledge and Fine-Tuning	208
8.8	Chapter Summary	209

Part III Making Educational Decisions with CBE

9	Progress Monitoring and Educational Decisions	243
9.1	Chapter Preview	243
9.2	Educational Decisions During Plan Evaluation	243
9.3	Progress Monitoring	243
9.3.1	Guidelines for Judging Growth	244
9.3.2	Graphing Basics	244
9.3.3	Essential Components: Goal, Aim Line, Trend Line	247
9.3.4	Pattern of Performance?	248
9.3.5	Judging Growth	249
9.3.6	Additional Analyses	250
9.4	What to do After a Poor or Questionable Response	253
9.5	Evidence-Based Instructional Factors	254
9.5.1	1. Time Allotted for Instruction	254
9.5.2	2. Grouping and Homogeneity of the Group's Skills	254
9.5.3	3. Pacing	254
9.5.4	4. Amount of Review	257
9.5.5	5. Repetitions	257
9.5.6	6. Activating Background Knowledge	257
9.5.7	7. Corrective Feedback	258
9.5.8	8. Praise-to-Redirect Statements	258
9.6	Chapter Summary and Key Points	258
10	Frequently Asked Questions about Curriculum-Based Evaluation ...	261
10.1	Is Curriculum-Based Evaluation Just for Tier 3?	261
10.1.1	Group Diagnostics	261
10.2	How can I Convince My School to Use CBE?	264
10.3	Is CBE Reliable and Valid?	264

10.4	Is CBE Evidence-Based?	267
10.5	Do Directions Influence a Student's Reading Rate on Reading CBM Passages?	268
10.6	Does Oral Reading Fluency Measure Comprehension?	268
10.7	What about the Common Core State Standards?	269
10.8	Do I Have to use the Median When Administering ORF Measures?	269
10.9	Why do I Have to do a Survey-Level Assessment if I Know the Student's Reading Skills are Low?	269
Appendices		273
Glossary		287
References		289
Index		301

<http://www.springer.com/978-1-4614-9359-4>

Practitioner's Guide to Curriculum-Based Evaluation in
Reading

Harlacher, J.E.; Sakelaris, T.L.; Kattelman, N.M.

2014, XVII, 303 p. 97 illus., Hardcover

ISBN: 978-1-4614-9359-4