

## **CBM for Writing**

Curriculum Based Measurements can be used for progress monitoring of all students in all academic and in many communication areas. CBM writing samples are easy to collect and can be scored in various ways. Here is an example of how an SLP could use CBM in writing:

1. The students are asked to think about a given topic or story that they could write. Give them ample time to come up with a topic.
2. Encourage the students to write on a topic that is of high interest to them so they can write a complete story.
3. Ask the students to start writing their story for a designated amount of time (ie. 3-5 minutes.)
4. As students are writing, the SLP or teacher can monitor to ensure that the students are using their time wisely in the writing process

## **Scoring the Probe**

There are various ways that the writing probes can be scored. The key component is that you are consistent in your scoring for all students. When using this information to establish where struggling students are in comparison to their peers, it is best to look at various levels of students and the work produced by these students as opposed to looking at only the best students. Here are several ways to score the stories:

### **1. Number of words written during a specified amount of time**

Mom went to the stor today to buy some ornges,	10
graps and apples. The cost of the grosheries was	9
three dollars and fifty cents. Then she took the	9
grosheris home and put them in the refrigerator.	8
the next day I looked in the refrigerater and all of	11
the frut was gone. my brother took them all to his	11
room	1
<b>Total Words</b>	<b>59</b>

Evaluating the number of words written can give you information on the speed of the student's ability to get information on paper, but does not address content, word accuracy or any other pertinent information relevant to written language.

## 2. Number of words spelled correctly

Mom went to the <u>stor</u> today to buy some <u>ornges</u> ,	8
graps and apples. The cost of the grosheries was	7
three dollars and fifty cents. Then she took the	8
grosheris home and put them in the refrigerator.	7
the next day I looked in the refrigerator and all of	10
the frut was gone. my brother took them all to his	11
room	1
<b>Total Words</b>	<b>52</b>

This utilized the rules of spelling.

## 3. Number of writing units that are written in the correct order

*Mom^went^to^the^stor today^to^buy^some ornges,^	9
graps and^apples.#*The^cost^of^the^grosheries was^	8
three^dollars^and^fifty^cents.#*Then^she^took^the^	10
grosheris home^and^put^them^in^the^refrigerator.#	7
the^next^day^I^looked^in^the^refrigerater^and^all^of^	11
the^frut^was^gone.# my^brother^took^them^all^to^his^	11
room	0
<b>Total Words</b>	<b>56</b>

This can be used to look at the overall written language skills of the student. The SLP can look at semantics and syntax and all the mechanics of written language. The evaluator can look at each pair of words to see if they belong together in the sentence.

\* was marked for starting sentence with a capital letter.

^ was given when a pair of words were used and spelled correctly.

# was made when correct punctuation was used.

On the above example, credit was given for the pair of words that were correct in the area of spelling, semantics and syntax. The student was given credit for punctuation and capitalization as well. A total score for all marks was given in this example, however it could be separated by punctuation, spelling and content. Here is an example of where consistency is key when scoring the individual writings.

The SLP can also look at:

- Number of sentences
- Number of run-ons or fragments
- Complexity of sentence
- Topic and closing sentences
- Paragraph development
- Vocabulary (complexity, word choice)

The information that can be gathered will assist the educational team to make decisions on student's that may need more assistance with written language. The scores of all students can be scored and the SLP and teacher can determine the students that may need some extra assistance.

By doing the CBM on all of the students, the SLP and teacher are able to compare results of struggling students with peers. The information could also be used to develop individual programs for the students that struggled in any of the areas. Information gathered can be used as a baseline from which progress can be measured throughout the intervention process.