Introduction

Curriculum-Based Measurement of Reading (CBM-R) is a well-established procedure used to inform instructional decisions within both general and special education. In two studies, we evaluated the role of alternate CBM-R task demands and instrumentation procedures for students in grades 1-5.

Research Questions and Methods

Study 1

Does reading rate differ when CBM-R task demands are altered?

Participants: 60 students per grade from 2nd-5th (N=239)

Materials: Easy CBM-R passages w/ varying task demands

Analysis: Repeated Measures ANOVA

Independent Variables: 3 different task demands: (i) Best Reading; (ii) Fastest Reading w/o Mistakes; (iii) Reading to Answer Questions

Dependent Variable: Median # of correct words read per minute

Study 2

Do CBM-R passages or word lists explain greater variance in student reading achievement for 1st and 2nd grade students?

Participants: 143 1st graders & 147 2nd graders (N=290)

Materials: Easy CBM passages & 4 word lists: Sight Words, Decodable Words, Decodable Non-words, Mix Decode/Non-words

Analysis: Hierarchical Multiple Regression

Independent/Predictor Variables: Avg. # of correct words read per minute for 2 CBM passages; 4 word lists composite scores

Dependent Variable: ITBS overall reading score

Discussion

Study 1

Across all grades, reading rate increased when students were asked to read faster without mistakes compared to doing their best reading or when reading to answer questions. Only grade 4 students read at a significantly lower rate when told they would have to answer questions.

These results demonstrate that reading rate can be influenced by varying CBM-R task demands.

Study 2

Both CBM-R passages and different types of word lists contributed a large amount of common variance to overall reading achievement, particularly in 1st grade. However, at both grade levels, reading passages explained a greater amount of unique variance than word lists.

These results demonstrate that even with careful selection and development of word lists, use of connected text as a reading assessment provides more unique information about reading achievement for early-developing readers.