reading: **Predicting the success on a state standards test for culturally and linguistically diverse students using *curriculum-based* oral reading measures.**
Kung, Shu-Hsuan[1]
The purpose of this study was to compare the criterion validity of ***Curriculum-Based Measurement*** (CBM) oral reading for predicting student ***performance*** on a statewide ***high-stakes*** standards test in reading for students from different cultural and linguistic backgrounds at the elementary level. Moreover, the study aimed to address the feasibility of reporting the relation between the CBM oral reading measures and ***performance*** on state standards reading ***tests*** by associating CBM oral reading scores with the probability of passing the state standards reading test. The results from longitudinal and cross-sectional analyses reveal that CBM oral reading measures are moderately to highly correlated with the state standards ***tests***; thus, that CBM oral reading scores serve as an early indicator of students' later ***performance*** on a state standards test. The findings also provide evidence that successful prediction of success on the state test requires consideration of the cultural and linguistic background of the students. Most important, perhaps, is that the same level of CBM oral reading results in different pass rates on the state ***tests*** for different subgroups of students. The results provide a basis for concluding that teachers will need to consider students' cultural and linguistic backgrounds when attempting to establish CBM oral reading benchmarks. It is hoped that these findings will substantially enhance educators' instructional decision-making for their students in public schools. Potential study limitations, educational implications, and suggestions for future research are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved)

I assume reading **Comparing methodologies used to predict outcomes on *high stakes tests* with *curriculum-based measurement*.**
Brown, Sarah Eleanor[1]
Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(8-A), 2008, pp. 3276
This dissertation investigated the ability of oral reading fluency (ORF) and ORF growth to predict outcomes on a ***high stakes*** achievement test. Predictive methodologies were used in order to predict outcomes using those measures. Data were collected regarding students' ORF and their ***performance*** on a ***high stakes*** achievement test at a later date in time. ORF scores at different time periods were used to create an ORF growth score. ORF and ORF growth were used to predict outcomes on the ***high stakes*** test. Predictive methodologies of direct logistic regression and discriminant function analysis were used. It was found that ORF and ORF growth predicted outcomes at all grade levels with discriminant function analysis, but with logistic regression, only ORF or ORF growth predicted outcomes at some grade levels. Therefore, although further evidence of the ability of ORF to predict outcomes on ***high stakes tests*** was obtained, conclusive evidence of how ORF and ORF growth can predict outcomes using predictive methodologies was not found. Additionally, receiver operating characteristic (ROC) analysis was used to create cut scores specifically for this sample of students. Those cut scores were then used to predict outcomes on a ***high stakes*** test for those students. It was found that cut scores chosen specifically for this sample were higher than traditionally used cut scores, suggesting that schools may want to examine the predictable nature of

the cut scores used in order to determine if they meet the needs of their specific populations. (PsycINFO Database Record (c) 2008 APA, all rights reserved)

Reading **The functional outcomes of *curriculum-based measurement* and its relation to *high-stakes* testing.**

Webb, Michael A.[1]

Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 68(4-A), 2007, pp. 1331

Response-to-Intervention (RTI), a proposed alternative learning disability (LD) identification method, has been brought to the forefront of special education by the No Child Left Behind Act and the reauthorization of the Individuals with Disabilities Educational Act in 2004. These legislative changes, in addition to the rapid increase in the number of students diagnosed as learning disabled has prompted the educational community to re-examine how it identifies students with this disorder. Now, many leading researchers and educational organizations are recommending the use of RTI as a favorable alternative or at least a supplement to the traditional Aptitude-Achievement Discrepancy method of diagnosis. Fundamental to the RTI method of identifying students in need of special education services, is a system for assessing a student's level and rate of learning. The most commonly used assessment component within RTI is ***Curriculum-based Measurement*** (CBM). CBM is commonly used in RTI to establish a dual discrepancy in the student's level and rate of learning. Only students who fail to demonstrate academic growth in response to a sustained period of evidence-***based*** academic interventions are identified as non-responders, and therefore considered eligible for further special education evaluation. RTI is a monitored system of pre-referral intervention that would be afforded to all struggling students; not just those students who exhibit the current Aptitude-Achievement Discrepancy. Because of the potential of RTI in addressing the academic needs of all low achievers during the early elementary years, it is seen as having the potential to reduce the number of students identified as LD. Those who advocate for RTI believe that this method would capture the false positive students who may be better served in an intervention program rather than in a special education program. The purpose of this study was to explore the relation of CBM reading assessment scores to the practical and functional outcomes of state mandated, ***high stakes***, reading test scores. Successful interventions rely on the reliability and validity of CBM outcomes to identify struggling students, monitor student ***progress***, measure academic growth and evaluate the effectiveness of academic interventions. If the outcomes of CBM are not significantly related to measures more commonly used in schools to evaluate student ***progress***, their usefulness as well as their practical significance is reduced. Therefore also negatively impacting the implementation of an RTI model. This study examined CBM results administered at the beginning and middle of the school year and ***performance*** on a state mandated, ***high stakes***, reading achievement test administered in the spring. The sample in this study was comprised of 138 third grade students from four elementary schools in a large urban school district. The CBM used in this study assessed participants' reading fluency (R-CBM) and comprehension (MAZE). A multiple regression and discriminant analysis was conducted to examine the relation between R-CBM and MAZE administered at the beginning and middle of the school year to ***performance*** on a state mandated, ***high stakes***, reading

achievement test. Results of this study indicated that R-CBM and MAZE administered at the beginning and middle of the school year are significant predictors of ***performance*** on a third grade state mandated, ***high stakes***, reading achievement test. The significant results obtained from this study should provide educational stakeholders valuable information that will assist in the development of effective interventions as a component of RTI. In addition, the positive relation between CBM and the state mandated, ***high stakes***, reading achievement test strengthens the decision making utility of CBM and the state mandated assessment. Lastly, a significant relation between these assessments provides increased evidence of the content validity for both CBM and the state mandated, ***high*** st (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Reading and math **_Curriculum-Based_ Measures and _Performance_ on State Assessment and Standardized _Tests_: Reading and Math _Performance_ in Pennsylvania.**
Shapiro, Edward S.[1]; Keller, Milena A.[1]; Lutz, J. Gary[2]; Santoro, Lana Edwards[3]; Hintze, John M.[4]
Journal of Psychoeducational Assessment. Vol 24(1), Mar 2006, pp. 19-35
-article attached. This seems to be the latest info…the lit review summarizes what is out there and reports only one other article on math, cited below. The only other relevant article that has cited this article since is below, but I'm pretty sure this is all there is.

Math: Helwig, R., Anderson, L., & Tindal, G. (2002). Using a concept-grounded, curriculum-based measure in mathematics to predict statewide test scores for middle school students with LD. *Journal of Special Education, 36*(2), 102-112.
-article attached

Math: **_Using_ math and reading _curriculum-based_ measurements to predict state _mathematics_ test performance: Are simple one-minute measures technically adequate?.**
Jiban, Cynthia L.[1]; Deno, Stanley L.[2]
Assessment for Effective Intervention. Vol 32(2), Win 2007, pp. 78-89
-ordered electronically

reading **Oral Reading and Maze Measures as Predictors of Success for English Learners on a State Standards Assessment.**
Wiley, Hilda Ives[1]; Deno, Stanley L.[1]
Remedial and Special Education. Vol 26(4), Jul-Aug 2005, pp. 207-214
-article attached

reading **A Longitudinal Examination of the Diagnostic Accuracy and Predictive Validity of R-CBM and _High-Stakes_ Testing.**
Hintze, John M.[1]; Silberglitt, Benjamin[2]
School Psychology Review. Vol 34(3), 2005, pp. 372-386
-article attached

reading **Using *Curriculum-Based Measurement* to Predict *Performance* on State Assessments in Reading.**
McGlinchey, Margaret T.[1]; Hixson, Michael D.[2]
School Psychology Review. Vol 33(2), 2004, pp. 193-203
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reading **Using oral reading rate to predict student *performance* on statewide achievement *tests*.**
Crawford, Lindy[1]; Tindal, Gerald[1]; Stieber, Steve[1]
Educational Assessment. Vol 7(4), 2001, pp. 303-323
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Powell-Smith, K. A. (2004, February). *Individual differences in FCAT performance: A national context for our results*. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

-reports on all of the following, all of which focus on reading results…it is all summarized in the lit review of the Shapiro article

Shaw, R.,&Shaw, D. (2002). *DIBELS oral reading fluency-based indicators of third grade reading skills for Colorado State Assessment Program (CSAP)* (Technical Report). Eugene: University of Oregon Press.

Buck, J.,& Torgeson, J. (2003). *The relationship between performance on a measure of oral reading fluency and performance on the Florida Comprehensive Assessment Test* (Technical Report 1). Tallahassee: Florida Center for Reading Research.

Castillo, J. M., Torgeson, J. K., Powell-Smith, K. A.,&Al Otaiba, S. (2003). *Relationships of five reading fluency measures to reading comprehension in first through third grade*. Manuscript in preparation.

Sibley, D., Biwer, D.,&Hesch, A. (2001). [CBM and its relationship to state assessment in Illinois]. Unpublished data. Arlington Heights, IL: Arlington Heights School District 25.

Barger, J. (2003). *Comparing the DIBELS oral reading fluency indicator and the North Carolina end of grade reading assessment* (Technical Report). Asheville: North Carolina Teacher Academy.

Good, R. H., Simmons, D. C.,&Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5*(3), 257-288.

Stage, S. A., & Jacobsen, M. D. (2001). Predicting student success on a state-mandated performance-based assessment using oral reading fluency. *School Psychology Review, 30*(3), 407-419.