Zack Cartmel

SPED 785

M4: Assignment on Curriculum-Based Measurement (CBM)

1. Tony’s score for the 1st baseline is 11.
2. The median of his baseline scores is 12.
3. CBM Performance goal is 22. 1-point increase X 10 weeks is 10. 10 + median score of 12 is 22.

Interpretation

 The graph shows that the intervention was more effective than anticipated. Tony’s goal was to achieve a score of 22 at the end of the 10 weeks, but he exceeds that in his performance. For the duration of the intervention, the trend line is above the aim line showing that his performance was consistently above expectations. Had the 3 data-point decision-rule been used the aim line may have been adjusted upward to reflect the higher performance.

Reflection

 I thought this assignment was very useful. It allowed me to put into practice what we had to read about in the article. It was definitely worthwhile getting to practice an example of this and not just reading it. I can definitely see myself using this in the future if I ever work with students who are performing near grade level. Currently, the students I work with are practicing a lot of life skills and basic academic skills so I take daily data on their performance using discrete trial teaching. I could see myself using CBMs to assess higher functioning students where it would be more practical. I really enjoy statistics and manipulating data so I enjoyed this assignment.