Generalized Outcome Measurement/
Curriculum-Based Measurement - Benchmarks
Rochester, MN

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Agenda

- Background on GOM/CBM
- Benchmarks vs. progress monitoring
- Why benchmarks?
- How to collect benchmarks data?
- What do the scores mean?
PROBLEM SOLVING WITH AT-RISK STUDENTS

Deno and Fuchs
1. Identify the problem to be solved

2. Identify the alternative solutions

3. Implement and test those alternatives

4. Revise unsuccessful solutions

5. Terminate the problem solving process
Progress Through the Curriculum

**Exhibit 1.1** Expected course of student learning.

**Exhibit 1.2** Actual course of learning of special student
Progress Through Curriculum

Rate of growth of an at-risk students compared to expected rate of growth

Exhibit 1.3  Effect of decision making on educational progress.
Questions Concerning Generalized Outcome Measures

1. What is Generalized Outcome Measurement?
Generalized Outcome Measurement (also referred to as Curriculum Based Measurement)

• Generalized Outcome Measurement a generic way of measuring student progress.
• It is a simple set of procedures for repeated measurement of student growth.
• It provides information on how the student’s behavior changes on a task of consistent difficulty.
• Increases in fluency performance on equivalent forms of a task (reading, writing, spelling, math) should represent growth.
Questions Concerning Generalized Outcome Measures: Question 2

1. What is Generalized Outcome Measurement?

2. What is the purpose of Generalized Outcome Measurement?
CBM: An Index of Academic Health
Questions Concerning Generalized Outcome Measures

1. What is Generalized Outcome Measurement?

2. What is the purpose of Generalized Outcome Measurement?

3. When and how was Generalized Outcome Measurement developed?
When and how was CMB developed?

- From classroom experience
- To determine effectiveness of educational interventions
- To be systematic about IEP goals and their measurement
- To guide instructional decision making
  - (RTI)
- To track growth over time—a progress record for parents and students
Questions Concerning Generalized Outcome Measures: Question 4

1. What is Generalized Outcome Measurement?

2. What is the purpose of Generalized Outcome Measurement?

3. When and how was Generalized Outcome Measurement developed?

4. What should I use to monitor student progress?
Commonly Used Generalized Outcome Measurement Procedures

**Reading:**
- Number of words read correctly in one minute
- Cloze Procedure
- Maze Procedure

**Spelling:**
- Number of correct letter sequences in two minutes
- Number of words spelled correctly in two minutes

**Written Expression:**
- Number of words written in two minutes
- Number of correctly spelled words in two minutes
- Number of correct spelled word sequences in two minutes

**Math:**
- Number of correct digits in one minute
- Number of correct answers in one minute
Questions Concerning Generalized Outcome Measures: Question 5

1. What is Generalized Outcome Measurement?

2. What is the purpose of Generalized Outcome Measurement?

3. When and how was Generalized Outcome Measurement developed?

4. What should I use to monitor student progress?

5. Does counting the number of words read aloud in one minute measure comprehension?
Correlations Between Reading Aloud and Various Comprehension Measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>SAT Comp.</th>
<th>Retell Total Words</th>
<th>Retell-Idea Units</th>
<th>Comp. Questions</th>
<th>Cloze Ave.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Aloud</td>
<td>.92</td>
<td>.79</td>
<td>.80</td>
<td>.84</td>
<td>.85</td>
</tr>
</tbody>
</table>

(Fuchs & Fuchs, 1986)
Questions Concerning Generalized Outcome Measures: Question 6

1. What is Generalized Outcome Measurement?

2. What is the purpose of Generalized Outcome Measurement?

3. When and how was Generalized Outcome Measurement developed?

4. What should I use to monitor student progress?

5. Does counting the number of words read aloud in one minute measure comprehension?

6. As a general or special education teacher do I have enough time to use Generalized Outcome Measurement Benchmarks?
Benchmarks vs. Progress Monitoring

Benchmarks - collect data on all students several times a year to determine students who may be at risk for academic failure

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Progress monitoring: Collect data more often (once or twice a week) to find out if an intervention is working for a particular student.
Why Benchmarks?

- To determine what students are academically progressing:
  - as expected
  - at some risk
  - at risk
Conducting Benchmarks - Reading

- Procedures for Administering Reading Probes
- Procedures for Scoring Reading Probes
Standardized Performance Task

• Time must be consistent
• Scoring must be consistent

http://dibels.uoregon.edu/
http://www.interventioncentral.org/