

READY..
Set...
READ!

Vanderbilt University

3rd Grade CBM Excerpt

Special Education

Dear Educator,

Thank you for your interest in CBM Reading Passages and Word Counts for 3rd Grade developed at Vanderbilt University. We are pleased to offer you this excerpt of probes to review.

These pages from the CBM Reading Passages and Word Counts for 3rd Grade manual are provided as a courtesy to allow you to preview a representative sampling of the CBM-Reading probes. This excerpt includes the following:

1. Introduction & Instructions
2. Reading Passages and Word Counts: Student Probes
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20
3. Reading Passages and Word Counts: Teacher's Scoring Sheet
 - a. Probe 1
 - b. Probe 15
 - c. Probe 20

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If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

Thank you for your interest in Vanderbilt University's CBM Reading Passages and Word Counts.

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Passage Reading Fluency (Fuchs, Hamlett, & Fuchs, 1990).*

CBM Passage Reading Fluency (PRF) is used to monitor students' overall progress in reading at grades 1-7. Some teachers prefer Maze Fluency beginning at Grade 4.

CBM PRF is administered individually. In general education classrooms, students take one PRF test each week. Special education students take two PRF tests each week. Each PRF test uses a different passage at the same grade level of equivalent difficulty. For higher-performing general education students, teachers might administer PRF tests (also referred to as "probes") on a monthly basis and have each student read three probes on each occasion.

For each CBM PRF reading probe, the student reads from a "student copy" that contains a grade-appropriate reading passage. The examiner scores the student on an "examiner copy." The examiner copy contains the same reading passage but has a cumulative count of the number of words for each line along the right side of the page. The numbers on the teacher copy allow for quick calculation of the total number of words a student reads in 1 minute.

Administration of CBM PRF is as follows:

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say 'begin,' start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. Trigger the timer for 1 minute.

The examiner marks each student error with a slash (/). At the end of 1 minute, the last word read is marked with a bracket (]). If a student skips an entire line of a reading passage, a straight line is drawn through the skipped line. When scoring CBM probes, the teacher identifies the count for the last word read in 1 minute and the total number of errors. The teacher then subtracts errors from the total number of words to calculate the student score.

There are a few scoring guidelines to follow when administering reading CBM probes. Repetitions (words said over again), self-corrections (words misread, but corrected within 3 seconds), insertions (words added to passage), and dialectical difference (variations in pronunciation that conform to local language norms) are all scored as correct. Mispronunciations, word substitutions, omitted words, hesitations (words not pronounced within 3 seconds), and reversals (two or more words transposed) are all scored as errors.

Numerals are counted as words and must be read correctly within the context of the passage. With hyphenated words, each morpheme separated by a hyphen(s) is counted as a word if it can stand alone on its own (e.g., Open-faced is scored as two words but re-enter is scored as one word). Abbreviations are counted as words and must be read correctly within the context of the sentence.

As teachers listen to students read, they can note the types of decoding errors that students make, the kinds of decoding strategies students use to decipher unknown words, how miscues reflect students' reliance on graphic, semantic, or syntactic language features, and how self-corrections, pacing, and scanning reveal strategies used in the reading process (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Teachers can use these more qualitative descriptions of a student's reading performance to identify methods to strengthen the instructional program for each student. More information about noting student decoding errors is covered under "Step 7: How to Use the Database Qualitatively to Describe Student Strengths and Weaknesses."

If a student skips several connected words or an entire line of the reading probe, the omission is calculated as 1 error. If this happens, every word but 1 of the words is subtracted from the total number of words attempted in 1 minute.

- * Fuchs, L.S., Hamlett, C.L., & Fuchs, D. (1990). *Monitoring Basic Skills Progress: Basic Reading* [software]. Austin, TX: Pro-Ed. This software automatically administers and scores the maze and graphs, analyzes, and manages the PRF data.

Jamie sat in the porch swing. It was the 4th of July. Jamie and her family were going to a family reunion. Jamie did not know at first what a family reunion was. Jamie's mom had explained all about a family reunion. She had said that a family reunion was when all of the cousins, aunts, and uncles in the family got together. Members of the family would come from miles around for the family reunion. This family reunion would be in a park. "There will be lots of food to eat and games to play," said Jamie's mom.

Jamie's mom came out onto the porch. "Jamie, we're ready to go," she said. Jamie got up from the porch swing with a sigh. She did not want to go to the family reunion. She did not know any of her relatives because they all lived out of town. She felt scared about meeting all of these new people.

Jamie climbed into the back seat behind her parents. Off they drove to the Big Rock State Park. They drove through the countryside. They admired all of the pretty flowers and fields around them. At last they reached the Big Rock State Park. Jamie's dad pulled up in front of the big stone gates to the park. "Well, here we are," he said, as the car swung down the dirt road.

Jamie saw a big crowd of people standing around several wooden picnic tables. As Jamie's dad parked the car, Jamie stared at the crowd of people. She saw very old people and couples with little babies. She saw people who were her parents' age. They had young kids her age running around them.

Jamie climbed out of the car. Jamie's mom began to introduce her to all of her aunts, uncles, and cousins. Jamie relaxed as she met her family. She did not feel scared anymore. The aunts, uncles, and

cousins she met were very nice to her. Jamie found that she had lots of boy and girl cousins close to her age. They all got together and played kickball. They played hide and go seek. They skipped rocks across the lake at the park. When it was time for lunch, Jamie and her cousins ate lots of fried chicken. They spit watermelon seeds at each other. They raced to see who could eat the most peach pie.

At last, it was time for Jamie and her parents to go home. Jamie climbed back into the car. She waved at her cousins from the window as they drove off. She was tired from playing and eating all day. "Mom," Jamie said, "I really had a fun time. I really like my cousins." With that, Jamie fell asleep in the back seat.

Jerry skipped down the road as he headed home from school. He knew that he had a surprise waiting for him at home. Jerry's Uncle Marvin was visiting from the city. Uncle Marvin always brought a gift for Jerry when he came to visit. Jerry could not wait to see what the gift was this time.

When Jerry ran in the front door, he saw his Uncle Marvin sitting in the living room. "Hi, Uncle Marvin," yelled Jerry. "You are still as loud as you always were," said Uncle Marvin. He gave Jerry a big hug. Jerry knew that Uncle Marvin was teasing him. Uncle Marvin liked to tease Jerry. "What did you bring me?" asked Jerry. "I just got off the plane and you are already asking me for a present!" said Uncle Marvin. "If you go out into the backyard, you will find a present."

Jerry ran out to the backyard. He could not wait to see what Uncle Marvin had brought him. There in the backyard was a shiny new bike! The bike was red with black handlebars. Jerry jumped up and down with joy. He had never ridden a bike before.

Uncle Marvin came out behind Jerry. "Let's see you get on this bike and ride it," he said. Uncle Marvin and Jerry wheeled the bike to the sidewalk. Jerry climbed on the bike. Uncle Marvin stood on one side and held the bike as Jerry pedaled the bike down the sidewalk. Faster and faster Jerry pedaled with Uncle Marvin running along beside him. At last, Uncle Marvin let go of the bike. Jerry was riding the bike all by himself! Jerry pedaled down to the end of the street. He was so excited that he finally had a bike of his own to ride.

Suddenly the bike hit a bump. Jerry and the bike went crashing into a nearby tree. Jerry sat up slowly. He felt dizzy and was seeing

stars. Uncle Marvin came running up to Jerry. "Are you alright?" he asked Jerry. Jerry groaned as Uncle Marvin picked him up. "Maybe I can't ride a bike after all," Jerry said. "Sure you can," said Uncle Marvin. "Everyone takes a spill on a bike when they are learning how to ride."

Uncle Marvin picked the bike up. He helped Jerry climb on the bike. Jerry took off much more slowly this time. With Uncle Marvin's help, he was riding the bike by the end of the day.

Sally and Sue were best friends at school. Sally and Sue liked to do everything together. They played outside during recess together. They rode their bikes together after school. The two girls liked being best friends.

School was out for the summer. Sally and Sue did not get to see each other as much as usual. For one thing, the two girls lived many miles apart. The girls' mothers would only let them get together one night each week. Tonight was Saturday night, and Sue invited Sally over to spend the night.

Sally arrived at Sue's house that night with a sleeping bag and pillow. She also brought her tape player and some tapes. She knew that she and Sue would want to listen to tapes late at night. When Sally got to Sue's house, Sue said that they were going to sleep outside that night. Sally had never slept outside before. She was scared to sleep outside and told Sue so. Sue said that sleeping outside was not scary. She told Sally not to be a sissy.

That evening, Sally and Sue ate the big dinner that Sue's mother fixed for them. When it was dark outside, Sue said it was time to set up camp. Sally and Sue went outside and rolled out their sleeping bags. The girls climbed down into their sleeping bags. The night air was warm and the stars were bright above. Sally was not scared of sleeping outside anymore.

Sally was having so much fun that she decided to tell Sue ghost stories. She began to tell Sue all about "bloody fingers." Sue felt scared. Sally told her another story about the "haunted house." Sue was really scared after that story. She asked Sally if they could go back inside. Sally said, "You said that I wouldn't be scared sleeping

outside. Now I am not scared sleeping outside but you are scared!" Sue said that Sally's ghost stories had scared her.

Overhead an owl began to hoot. Sally and Sue heard the owl hooting. All of a sudden, the two girls heard a rustling sound near them. The girls did not wait to find out what was causing the sound. They jumped up and ran back inside. Both Sally and Sue felt much better sleeping indoors that night.

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