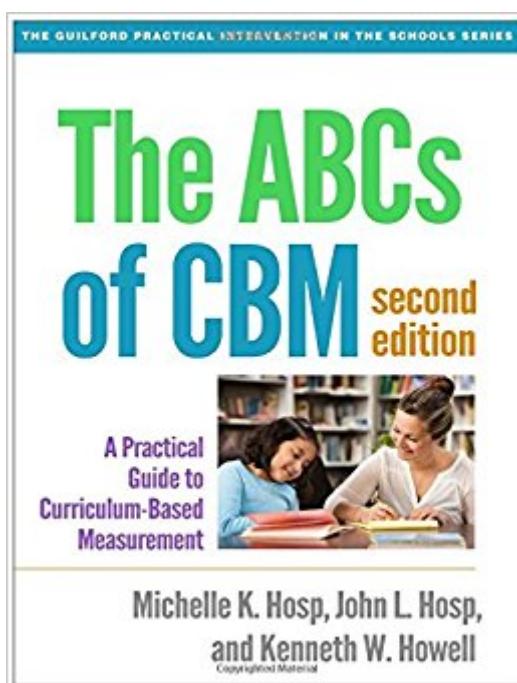


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The ABCs Of CBM, Second Edition: A Practical Guide To Curriculum-Based Measurement (The Guilford Practical Intervention In The Schools Series)



Synopsis

Curriculum-based measurement (CBM) has been adopted by growing numbers of school districts and states since the publication of this definitive practitioner guide and course text. The second edition presents step-by-step guidelines for using CBM in screening, progress monitoring, and data-based instructional decision making in PreK-12. It describes the materials needed and all aspects of implementation in reading, spelling, writing, math, and secondary content areas. Twenty sets of reproducible CBM administration and scoring guides and other tools are provided; the large-size format and lay-flat binding facilitate photocopying. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to This Edition: *Broader grade range--now has a chapter on secondary content areas. *Chapter on early numeracy; expanded content on early reading. *Nearly twice as many reproducible tools, including new or revised administration and scoring guides. *Key updates on graphing and on using online CBM databases. See also The ABCs of Curriculum-Based Evaluation, by John L. Hosp, Michelle K. Hosp, Kenneth W. Howell, and Randy Allison, which presents an overarching problem-solving model that utilizes CBM.

Book Information

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Customer Reviews

"The authors have expanded their practical guide to CBM to include measures of multiple academic

domains, including early literacy and numeracy, as well as the content areas. The book shows how CBM is an essential resource for implementing multi-tiered services and illustrates how to graph, interpret, and use CBM data to make important educational decisions. I am impressed by the expanded content, including more measures and a fuller explanation of CBM in the context of a functional assessment model. I am truly excited to make this text a centerpiece of the functional academic assessment course I will be teaching in the spring. Students will find practical, step-by-step administration, scoring, and graphing procedures; current benchmark standards and normative comparisons; and advice about data management systems."--Kathy McNamara, PhD, Department of Psychology, Cleveland State UniversityÂ "As schools continue to adopt multi-tiered systems of support, the use of effective progress monitoring tools such as CBM is critical to their success. This book is the most useful resource that I have seen to date for helping teachers implement CBM. Itâ™s filled with reader-friendly explanations and detailed examples, and contains all the â™whysâ™ and â™howsâ™ needed to use CBM effectively."--Charles A. Hughes, PhD, Special Education Program, The Pennsylvania State University "This is a significant revision of a widely used and respected text. Trainers and training programs should consider its use. It is the right introduction to CBM for educators."--Theodore J. Christ, PhD, Department of Educational Psychology and Director, Center for Applied Research and Educational Improvement, University of Minnesota "This user-friendly â™how-toâ™ manual is impressive in its coverage of CBM across age levels and academic areas. Given the extensions and developments in CBM over the past 10 years, the second edition is a welcome update. I recommend it as a reference for teachers, school psychologists, and administrators, or as a text for university classes on assessment, progress monitoring, or models of special services implementation, such as response to intervention or multi-tiered systems of support."--Christine Espin, PhD, Department of Special Education, Leiden University, The Netherlands âœAs a â™nuts and boltsâ™ book, this is a direct and low-inference text with high-value results, just like the measures it describes. Read it and use it--because the instructional and curriculum decisions you make really do matter."--Edward J. Kameâ™enui, PhD, Deanâ™ Knight Professor Emeritus, University of Oregon; Founding Commissioner, National Center for Special Education Research (NCSR), Institute of Education Sciences (IES)

Michelle K. Hosp, PhD, is Associate Professor of Special Education at the University of Massachusetts Amherst. A nationally known trainer and speaker on problem solving and the use of progress-monitoring data, she has served as Director of the Iowa Reading Research Center and as

a trainer with the National Center on Progress Monitoring and the National Center on Response to Intervention, and is currently on the technical review committee for the National Center on Intensive Intervention. Her research focuses on reading and on multi-tiered systems of support/response to intervention (MTSS/RTI) in relation to curriculum-based measurement (CBM) and curriculum-based evaluation (CBE). Dr. Hosp has published numerous articles, book chapters, and books. John L. Hosp, PhD, is Professor of Special Education at the University of Massachusetts Amherst. His research focuses on MTSS/RTI, including disproportionate representation of minority students in special education and aligning assessment and instruction, particularly in the areas of CBM and CBE. Dr. Hosp has conducted workshops nationally and has authored over 50 journal articles, book chapters, and books. He is coauthor (with Michelle K. Hosp, Kenneth W. Howell, and Randy Allison) of *The ABCs of Curriculum-Based Evaluation*. Kenneth W. Howell, PhD, is Professor Emeritus of Special Education at Western Washington University. A former general and special education teacher and school psychologist, Dr. Howell's primary focus has been on students with learning problems and behavioral difficulties, including adjudicated youth. He has presented nationally and internationally on CBE, MTSS/RTI, juvenile corrections, and social skills, and has published extensively in the areas of CBE, CBM, and problem solving.

I liked how everything was "to the point" in this book. Provides a lot of great resources. Very helpful and easy to use.

A little repetitive at times because each chapter has the same end part, but informative and clear. Some typos and errors, but general meaning is still there

The book is a very thorough reference on data - based classroom assessment.

Great reference for any teacher. I highly recommend it for anyone's library.

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