

BEYOND ELIGIBILITY: WRITING FIES THAT INFORM INSTRUCTION USING FREE CBM & CBA

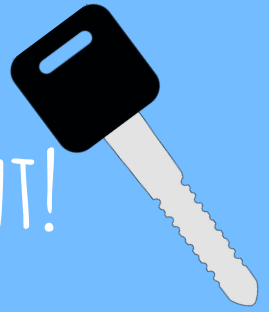
By Nazzie Pater-Rov





Let's measure this car!

CBMs ARE THE KEYS TO SPECIAL EDUCATION ASSESSMENT!



STAN DENO, PH. D.

The contribution of Stan Deno in the field of education has been equated to that of Virginia Apgar, the physician who created a test that lowered infant mortality across the globe. CBMs are vital signs of education.

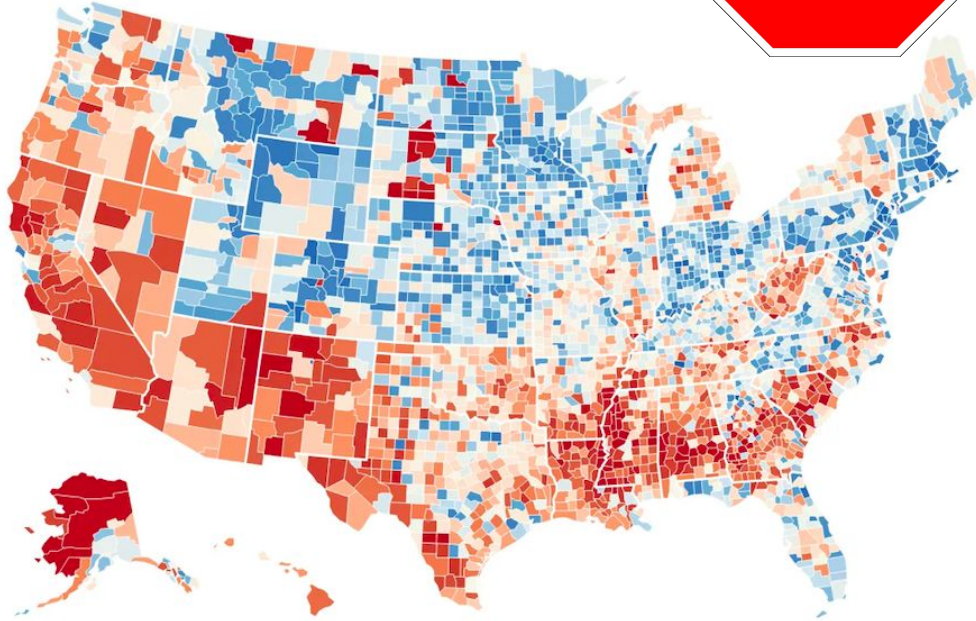


VIRGINIA APGAR, MD

Reading Levels for America's Students

Reading level compared to peers

-2 grades behind +2 grades ahead



2018 - Data is for 6th graders, evaluated using the National Assessment of Educational Progress (NAEP) scores

Map: Jeremy Ney @AmericanInequality • Source: Stanford Education Opportunity • Created with Datawrapper

STOP

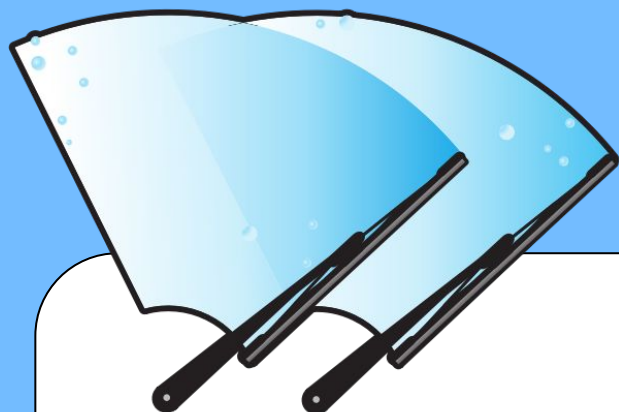


MARK SHINN, PH. D.

YOU CAN CATCH A
LEARNING
DISABILITY!

[Latest NAEP Scores Here!](#)

WHAT YOU DON'T KNOW CAN HURT YOU!



LYNN FUCHS, PH. D.

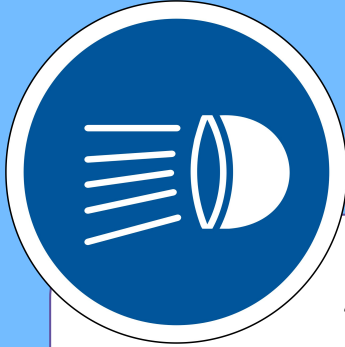
The impact (of CBMs) is important: it *sensitizes teachers and schools* to the need for prevention services for students who are at risk for poor learning outcomes.

(Jenkins and Fuchs, 2012)

Visit the [NCII website](#) for a list of Evidence Based Assessments

[Using CBM is an Evidence Based Practice.](#)

ASSESSMENTS SHOULD GUIDE PREVENTION!



**A Learning Disability is NOT a Binary Condition.
SLDs can be prevented or, at least, mitigated.**



JACK FLETCHER, PH. D.

In all three domains, the fundamental concept is the need to automatize basic skills... so that cognitive and linguistic resources do not need to be allocated to the basic skills required to achieve higher-order performance (Fletcher et al., 2019, pg. 304).



ROADMAP OF ASSESSMENT



- Screening - Who needs intervention the most? ORF, iStation
- Progress Monitoring - Is my student on track to make the expected growth? CBMs
- Diagnostic - Error Analysis
- Formative/Summative - Did they learn what I just taught? Exit Tickets, Unit Tests; Did my student demonstrate mastery of the curriculum? STAAR.



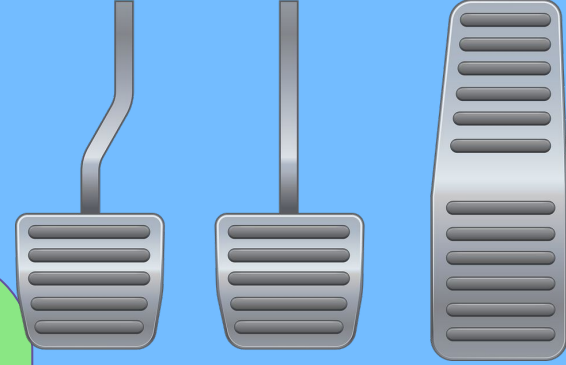
JIM YSSELDYKE PH.D.



WHAT ARE CBMS?

- Short standardized
- Parallel forms
- Assess basic skills
- Provide partial credit
- Time sample

They are dynamic: Assessment change over time.
They assess learning, not just correlates of



BENEFITS OF CBMS IN FULL EVALUATIONS

- They are efficient and often free.
- Often created from independent research.
- They help you be specific because they are sensitive.
- They help you describe the impact of the disability.
- They add a dynamic aspect to your evaluation.
- They drive interventions.

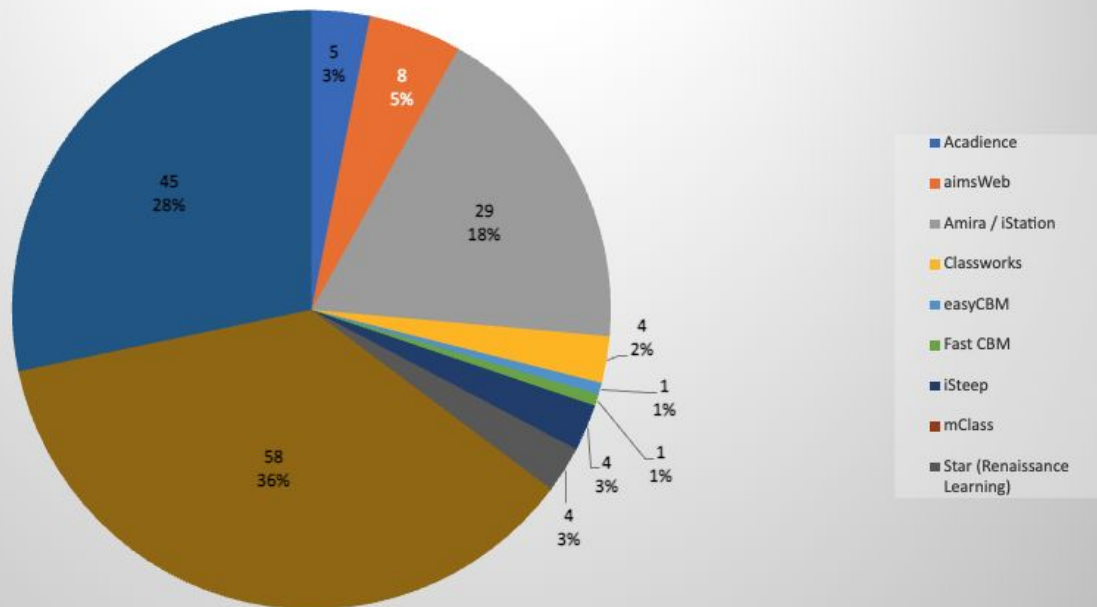
CBMs

**Avoid Delays and
Detours**



WHICH CBMS DOES YOUR SCHOOL USE?

What Kinds of Curriculum-Based Data Do You Receive in Your Referral for Evaluation?



A survey of 144 diagnosticians revealed that 64% of Diagnosticians report that their districts are either using none or some tool other than what is listed on the NCII website.



MARK SHINN, PH. D.

Test Description: DIBELS[®] (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills. They were developed to measure recognized and empirically validated skills related to general reading outcomes. Each subtest has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development (Good, Kaminski, Shinn, et. al., 2004).

*Assessed for item stability/ technically strong



PROBE DESCRIPTIONS FOR DIBELS

Letter Naming Fluency (LNF) - Requires the child to name letters presented in rows automatically.

Phonemic Segmentation Fluency (PSF) -Requires the child to break words into their individual phonemes automatically.

Nonword Reading Fluency (NWF)- Requires the child to rapidly read decodable nonwords presented in rows.

Word Reading Fluency (WRF) - Requires the child to rapidly read familiar single words presented in rows.

Oral Reading Fluency (ORF) -Requires the child to read passages aloud with good accuracy and rate.

Maze - Requires the child to read passages to themselves and monitor for comprehension by choosing the correct missing word from an option of three words.



DIBELS READING PROGRESS MONITORING PROBES

Click here for
website link.

Kinder

K - LNF (t)

K - LNF (s)

K- PSF (t)

K- NWF (s)

K- NWF (t)

K- WRF (s)

K- WRF (t)

First

1- LNF (t)

1- LNF (s)

1- PSF (t)

1- NWF (s)

1- NWF (t)

1- WRF (s)

1- WRF (t)

1- ORF (s)

1- ORF (t)

Second

2- NWF (s)

2- NWF (t)

2- WRF (s)

2- WRF (t)

2- ORF (s)

2- ORF (t)

2- Maze (s)

2- Maze (t)

Third

3- NWF (s)

3- NWF (t)

3- WRF (s)

3- WRF (t)

3- ORF (s)

3- ORF (t)

3- Maze (s)

3- Maze (t)

DIBELS
Manual
&
Percentile
Look up
&
Quick
Norms

Permissions
granted on
1/9/2023

DIBELS UPPER ELEMENTARY/MIDDLE SCHOOL

Fourth

4- ORF (s)
4- ORF (t)
4- Maze (s)
4- Maze (t)

Fifth

5- ORF (s)
5- ORF (t)
5- Maze (s)
5- Maze (t)

Sixth

6- ORF (s)
6- ORF (t)
6- Maze (s)
6- Maze (t)

Seventh

7- ORF (s)
7- ORF (t)
7- Maze (s)
7- Maze (t)

Eighth

8- ORF (s)
8- ORF (t)
8- Maze (s)
8- Maze (t)

Permissions granted on 1/9/2023



[2nd Grade Maze](#)
[3rd Grade Maze](#)
[4th Grade Maze](#)
[5th Grade Maze](#)
[6th Grade Maze](#)



Project ProAct are a set of Curriculum-based measurement (CBM) developed by Vanderbilt University. Maze passages are timed measures that measure reading comprehension (Fuchs & Fuchs, 1992). They are better predictors of future reading performance than CBM oral reading fluency probes for students in grades 4 and higher (Hosp, Hosp & Howell, 2007).

*Assessed for item stability/ Psychometrically strong



INFORMAL DYSGRAPHIA ASSESSMENT BY CHERRY LEE*

Permission to share granted Jan. 8, 2023



CHERRY LEE, PH. D.

Test Description: The *Informal Writing Screener* was written by Dr. Cherry Lee (2018) in coordination with the Texas Education Agency to monitor for several aspects of writing such as spelling, letter formation, dictation, and writing fluency.



*Not validated with item stability analysis. Testing the limits with assistive technology is suggested to help determine need for specialized instruction.



INTERVENTION CENTRAL WRITING*

Test Description: This probe assesses the child's writing fluency and use of writing conventions. It results in scores for total words written, total words spelled correctly, and total correct word sequences, which requires correct use of punctuation and capitalization.



*not validated with item stability analysis. Testing the limits with technology is recommended to determine need for specialized instruction.

Permission granted on Jan. 8, 2023



ACADIENCE MATH ASSESSMENTS*

Before Using any Acadience Math Assessments, go to this link to sign an agreement. Use of these tools are not allowed without providing your agreement for the terms of use.

[Click here to sign agreement](#)

Test Description: Acadience Math is a universal screening and progress monitoring assessment that measures the acquisition of math skills from kindergarten through sixth grade. It includes measures for early numeracy, computation, and problem solving. The measures function as indicators of the essential skills that every child must master in order to become proficient in mathematics. These measures are used to regularly monitor the development of math skills in order to provide timely instructional support and prevent the occurrence of later math difficulties (Good, Kaminski, et. al., 2011).

*Assessed for item stability/ Psychometrically strong



ACADIENCE MATH TEST DESCRIPTIONS

Number Identification Fluency- Requires the child to read aloud numbers with automaticity.

Next Number Fluency - Requires the child to verbally respond with the next number after the examiner verbally provides a number.

Quantity Discrimination - Requires the child to scan a row of numbers for the number of the greatest value.

Missing Number Fluency - Requires the child to identify and write the missing number rapidly and automatically.

Computation - Requires the child to solve calculations automatically.

Concepts and Applications - Requires the child to apply mathematical skills to solve story problems, demonstrate numeration concepts, or demonstrate measurement skills.





ACADIENCE MATH ASSESSMENTS

*Before Using any Acadience Math Assessments, go to this link to sign an agreement. Use of these tools are not allowed without providing your agreement for the terms of use.

[Click here
to sign
agreement](#)

Kinder

Numeration

First

Numeration
Computation

Second

Concepts and
Applications (s)
Concepts &
Applications (t)

Computation
Computation
scoring

Third

Concepts and
Applications (s)
Concepts &
Applications (t)

Computation
Computation
scoring

Manual

Computation
Administration

Concepts and
Applications
Administration

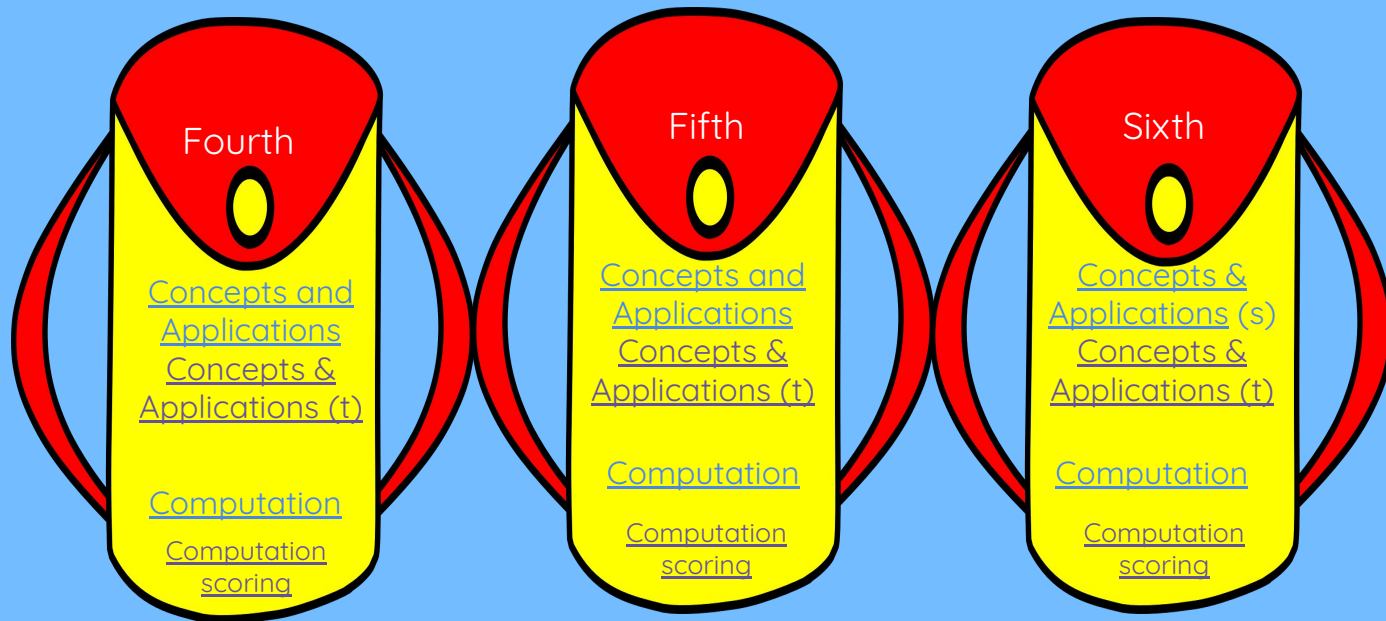
Norms

Sharing permissions currently being sought, but items can be shared within each organization by modifying this presentation's links.



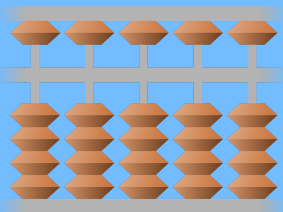


UPPER ELEMENTARY ACCADIENCE PROBES



Sharing permissions currently being sought, but items can be shared within each organization by modifying this presentation's links.





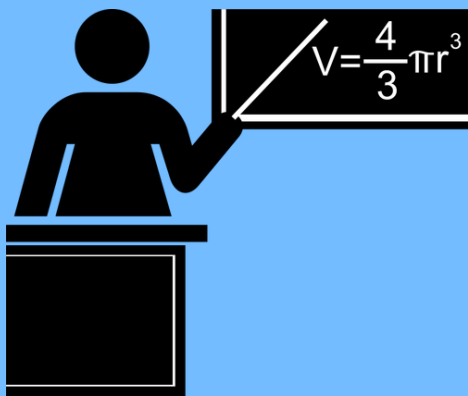
INTERVENTION CENTRAL MATH CALCULATIONS*

Test Description: CBM-Computation Fluency measures a student's accuracy and speed in completing 'math facts' using the basic number operations: addition, subtraction, multiplication, and division. CBM-Computation Fluency probes are 2-minute assessments of basic math facts that are scored for number of 'correct digits' (Burns, VanDerHeyden, & Jiban, 2006; Deno & Mirkin, 1977; Fuchs & Fuchs, 1993; Fuchs & Fuchs, n.d.).*

*Not validated using item stability analysis.



INTERVENTION CENTRAL MATH COMPUTATION*



Permission to share Superkids math worksheets granted Jan. 7, 2023
Permission to share CBM instruction and norms granted by Jim Wright on Jan. 8, 2023.

To create
your own
sample
probes, visit:

[SuperKids
Math
Worksheet
Generator](#)

[Basic
Multiplication](#)

[Multiplication
w/
regrouping](#)

[Division](#)

[Instructions
&
Norms](#)

*Not validated using item stability analysis. Testing the limits with calculation devices is suggested for determining need for specialized instruction.



CBA

CBM

- Not Usually Timed
- Helps with error analysis
- Samples the curriculum



(Start Here)

MULTI-POINT INSPECTION

Name: _____ Mileage: _____ Test Name/Model: _____
 N/A _____ Other _____ License _____ State _____

☐ CHECKED AND OK
 ☐ FURTHER EMPLOYER
 ☐ IMMEDIATE ATTENTION

INTERIOR/EXTERIOR

Lightly Wash, Wipe, Wash, Washings

Washings: Glass

Wipers

Horn & Interior Lights

Lightly Wash, Wipe, Wash, Washings	
Washings: Glass	
Wipers	
Horn & Interior Lights	

TIRES

☐ 12" or larger
 ☐ 13" or 13.5"
 ☐ 14" or 14.5"
 ☐ 15" or 15.5"

☐ 16" or 16.5"
 ☐ 17"
 ☐ 18"
 ☐ 19"

☐ 20"
 ☐ 21"
 ☐ 22"
 ☐ 23"

☐ 12" or larger
 ☐ 13" or 13.5"
 ☐ 14" or 14.5"
 ☐ 15" or 15.5"

☐ 16" or 16.5"
 ☐ 17"
 ☐ 18"
 ☐ 19"

☐ 20"
 ☐ 21"
 ☐ 22"
 ☐ 23"

☐ 24"
☐ 25"
☐ 26"
☐ 27"

☐ 28"
☐ 29"
☐ 30"
☐ 31"

☐ 32"
☐ 33"
☐ 34"
☐ 35"

☐ 36"
☐ 37"
☐ 38"
☐ 39"

☐ 40"
☐ 41"
☐ 42"
☐ 43"

☐ 44"
☐ 45"
☐ 46"
☐ 47"

☐ 48"
☐ 49"
☐ 50"
☐ 51"

☐ 52"
☐ 53"
☐ 54"
☐ 55"

☐ 56"
☐ 57"
☐ 58"
☐ 59"

☐ 60"
☐ 61"
☐ 62"
☐ 63"

☐ 64"
☐ 65"
☐ 66"
☐ 67"

☐ 68"
☐ 69"
☐ 70"
☐ 71"

☐ 72"
☐ 73"
☐ 74"
☐ 75"

☐ 76"
☐ 77"
☐ 78"
☐ 79"

☐ 80"
☐ 81"
☐ 82"
☐ 83"

☐ 84"
☐ 85"
☐ 86"
☐ 87"

☐ 88"
☐ 89"
☐ 90"
☐ 91"

☐ 92"
☐ 93"
☐ 94"
☐ 95"

☐ 96"
☐ 97"
☐ 98"
☐ 99"

☐ 100"
☐ 101"
☐ 102"
☐ 103"

☐ 104"
☐ 105"
☐ 106"
☐ 107"

☐ 108"
☐ 109"
☐ 110"
☐ 111"

☐ 112"
☐ 113"
☐ 114"
☐ 115"

☐ 116"
☐ 117"
☐ 118"
☐ 119"

☐ 120"
☐ 121"
☐ 122"
☐ 123"

☐ 124"
☐ 125"
☐ 126"
☐ 127"

☐ 128"
☐ 129"
☐ 130"
☐ 131"

☐ 132"
☐ 133"
☐ 134"
☐ 135"

☐ 136"
☐ 137"
☐ 138"
☐ 139"

☐ 140"
☐ 141"
☐ 142"
☐ 143"

☐ 144"
☐ 145"
☐ 146"
☐ 147"

☐ 148"
☐ 149"
☐ 150"
☐ 151"

☐ 152"
☐ 153"
☐ 154"
☐ 155"

☐ 156"
☐ 157"
☐ 158"
☐ 159"

☐ 160"
☐ 161"
☐ 162"
☐ 163"

☐ 164"
☐ 165"
☐ 166"
☐ 167"

☐ 168"
☐ 169"
☐ 170"
☐ 171"

☐ 172"
☐ 173"
☐ 174"
☐ 175"

☐ 176"
☐ 177"
☐ 178"
☐ 179"

☐ 180"
☐ 181"
☐ 182"
☐ 183"

☐ 184"
☐ 185"
☐ 186"
☐ 187"

☐ 188"
☐ 189"
☐ 190"
☐ 191"

☐ 192"
☐ 193"
☐ 194"
☐ 195"

☐ 196"
☐ 197"
☐ 198"
☐ 199"

☐ 200"
☐ 201"
☐ 202"
☐ 203"

☐ 204"
☐ 205"
☐ 206"
☐ 207"

☐ 208"
☐ 209"
☐ 210"
☐ 211"

☐ 212"
☐ 213"
☐ 214"
☐ 215"

☐ 216"
☐ 217"
☐ 218"
☐ 219"

☐ 220"
☐ 221"
☐ 222"
☐ 223"

☐ 224"
☐ 225"
☐ 226"
☐ 227"

☐ 228"
☐ 229"
☐ 230"
☐ 231"

☐ 232"
☐ 233"
☐ 234"
☐ 235"

☐ 236"

27 POINT VEHICLE INSPECTION		DATE: _____	
PREPARED BY: MAINTENANCE & USED CARS/THIR BRAND		NAME: _____	STATE: _____
INSPECTOR: _____		DATE: _____	TIME: _____
Inspection Item	YES/NO/NA/UNKNOWN	Inspection Item	YES/NO/NA/UNKNOWN
1. The Area Underhood Panel		16. Condition of Radiator	
2. The Windshield Wiper and Blade		17. Condition of Power Windows	
3. Windshield Condition		18. Condition of Power Locks	
4. Condition of Tires		19. Condition of Power Mirrors	
5. Condition of Front Bumper		20. Condition of Power Seats	
6. Condition of Front Fender		21. Condition of Power Steering	
7. Condition of Rear Bumper		22. Condition of Power Windows	
8. Condition of Rear Fender		23. Condition of Power Windows	
9. Condition of Rear Bumper		24. Condition of Power Windows	
10. Condition of Rear Fender		25. Condition of Power Windows	
11. Condition of Rear Bumper		26. Condition of Power Windows	
12. Condition of Rear Fender		27. Condition of Power Windows	
13. Condition of Rear Bumper			
14. Condition of Rear Fender			
15. Condition of Rear Bumper			
16. Condition of Rear Fender			
17. Condition of Rear Bumper			
18. Condition of Rear Fender			
19. Condition of Rear Bumper			
20. Condition of Rear Fender			
21. Condition of Rear Bumper			
22. Condition of Rear Fender			
23. Condition of Rear Bumper			
24. Condition of Rear Fender			
25. Condition of Rear Bumper			
26. Condition of Rear Fender			
27. Condition of Rear Bumper			

WE'VE COMPLETED THE INSPECTION ON YOUR VEHICLE AS OUTLINED ABOVE

You CAN Edit This Digital Download

CURRICULUM BASED PHONICS ASSESSMENTS



The Really Great Diagnostic Decoding Survey

The *Really Great Diagnostic Decoding Survey* is published by Really Great Reading, which is based on reading programs created by Dr. Louisa Moats, a national reading expert. The survey is designed to enable one-on-one assessment of phonics skills for struggling readers from the middle of first grade through adulthood and are designed to quickly pinpoint decoding strengths and weaknesses in students of almost any age. Students are asked to read real words, sight words, and nonsense words. Each word is rated for various skills such as its initial sound, final sound, short vowel sound, digraphs, and added or omitted sounds. More than two errors in a skill area signals a need for remediation in that area.

Core Phonics Survey ,

RED Phonics Survey,

Really Great Pre-K Foundational Skills Survey

Really Great Pre-Decoding Skills Survey

Really Great Kindergarten Skills Survey

Really Great Decoding Survey

LETRS SPELLING SCREENER

Language Essentials for Teachers of Reading and Spelling (LETRS) Basic Spelling Screener (K-2)

The *LETRS Basic Spelling Screener* requires to students to spell words of increasing difficulty. Partial credit can be awarded on the screener for spelling the initial sound, ending sound, or including a phonetic rule such as a silent e or a consonant digraph. Students who master the words on this list with less than 2 errors in each category have mastered a second-grade spelling level and can then be assessed using the *LETRS Advanced Spelling Screener*.



[LETRS Spelling Screener,](#)
[LETRS Spelling Screener Form](#)

Examples would include allowing the use of a calculator, a word processor with word prediction, or other supplemental aid.

Tzuriel, D. (2001). Dynamic Assessment of Young Children. 10.1007/978-1-4615-1255-4.



After recording performance on using standardized procedures, the evaluator teaches similar items to the items on the test, then again asks the student the items he or she missed to determine if the child can quickly learn the skill.

IMPACT STATEMENT WITH PLAAFP -BASIC READING

Rusty's Specific Learning Disability in the area of Basic Reading skills impedes his ability to correctly decode unfamiliar words or automatically recognize common words. Rusty's iStation reports indicate that he is not showing adequate progress in the areas of Letter Knowledge and Spelling. On formal testing he performs in the Below Average range for Letter and Word Recognition and Word Attack Skills. On a Phonics Survey, he could sound out 6 out of 10 simple three letter words with short vowel sounds that followed the CVC pattern. When presented with short words with short vowel sounds that contained consonant blends, he was only able to recognize one of the words and he was not able to sound out any of the other words. His class is expected to sound out words with consonant blends and vowel digraphs. He recognizes 11 single words correctly per minute, but his peers are recognizing about 43 correct words per minute. His lack of accuracy and automaticity is hindering his ability to keep pace with classroom lessons and progress in the curriculum to learn more advanced reading skills such as comprehension and fluency skills.

Yellow = impact statement Green = referral data Blue = Formal Testing
Magenta = CBA Purple = TEKS Orange = CBM (Efficiency)
Notice the PLAAFP is embedded in the impact statement.



IMPACT STATEMENT WITH EMBEDDED PLAAFP - MATH

Romona's Specific Learning Disability in the area of Math Calculations impedes her ability to solve facts fluently and automatically. On formal tests of math calculations, she was able to demonstrate that she could answer 9 out of 10 basic facts correctly. She was able to multiply basic facts, subtract three-digit numbers with regrouping, and multiply a two-digit number with regrouping. She could also add a set of three two-digit numbers where regrouping was not required. When given math probes for calculations expected for fourth grade, she performs at about 1-3 correct digits per minute, but most children in her grade perform these calculations at about 24-49 correct digits per minute. Using a multiplication chart helps improve her accuracy but not her rate when calculating multiplication problems, but she also performs these slowly. Her lack of automaticity hinders her ability to keep pace with the classroom lessons and progress in the curriculum to develop more complex calculations that require more than one step.

Yellow = impact statement Green = referral data Blue = Formal Testing
Pink = Testing the Limits Purple = TEKS Orange = CBM (Efficiency)
Notice the PLAAFP is embedded in the impact statement.

IMPACT STATEMENT WITH EMBEDDED PLAAFP - WRITING

Jerry's Specific Learning Disability in the area of Written Expression impedes his ability to avoid mechanical errors in his writing, especially as they are related to sentence formation. On a formal test of writing that accounts for mechanics and content, Jerry performed in the Below Average range. On a class rubric, he scored a 2 where a 4 is expected. When asked to perform a writing probe that required a free write response to a given prompt, he used spelling similar to his peers and wrote the total number of words similar to his peers as well. However, his correct word sequences, which accounts for capitalization and punctuation, was below that of his peers. He wrote 26 correct word sequences. When given a mnemonic for an editor's checklist and a word processor, he was able to add one period and capital letter to make a well formed sentence. However, he left other run-on sentences in his paragraph without correction. Given a word processor, he continued to struggle to identify how to correct run-on sentences, but improved his overall score to 30 correct word sequences on a three minute free write. Most children in the spring of fourth grade write 44 correct word sequences independently without accommodations or prompts. Jerry's Specific Learning Disability in writing is hindering his ability to automatically and independently use writing conventions to compose grade level compositions.

Yellow = impact statement Green = referral data Blue = Formal Testing
Pink = Testing the Limits Purple = TEKS Orange = CBM (Efficiency)

TUTORIALS FOR UNDERSTANDING THE PURPOSE OF CBMs

[TIER Progress Monitoring Training](#) from TEA

[What is a CBM?](#) Video Tutorial

[CBMs Role in RTI](#) Video Tutorial

[CBM Role in Progress Monitoring](#) Video Tutorial

[Intensive Intervention](#) Part 1 Module from Iris

[Intensive Intervention](#) Part 2 Module from Iris

[CBM Manual](#) by Intervention Central



DRIVE INSTRUCTION WITH FREE CBMS - QUICK LINKS



READING

EASYCBM

ACAIDENCE READING

DIBELS 8

TMSFA

MATH

TEMI

Login: *Texas Teacher*
Password: *mathematics*

SPED TEX MATH

ACADIENCE MATH

EARLY NUMERACY
INVENTORY

WRITING

ACAIDENCE SPELLING

INFORMAL WRITING
INVENTORY

INTERVENTION CENTRAL
FREE WRITE



LINKS TO RELATED INTERVIEWS BY NAZZIE PATER-ROV
GET CLUBHOUSE



EasyCBM

Julie Alonzo, Ph. D.



Informal Writing
 Screener

Cherry Lee, Ph. D.



Fork in the Road

Mark Shinn, Ph.D.



CBMs for Academic
Screeners

Nathan Clemens, Ph. D.



Math Assessments

Amanda VanderHeyden, Ph. D.



Beating the RTi Drum

Thea Woodruff, Ph. D.



The State of RTi

Erica Lembke, Ph. D.



Bringing DBI to Texas

Deanna Clemens, Ed.S.

WHICH DATA MOST INFLUENCES YOUR DECISIONS?

psychoeducational-tests

cbe

intervention

screening

family-heredity

exclusionary-factors

cat

grades

iq-factor

school-history

state-tests

Lee, Cherry (2018). Dysgraphia Informal Writing Inventory.
<https://www.esc4.net/Assets/r4-dyslexia-conf-2019-dysgraphia-screening-and-as.pdf>

Fuchs, L.S. & Fuchs D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21, 45-58.

Fuchs, L., & Jenkins, J. (2012). Curriculum-Based Measurement: The Paradigm, History, and Legacy, In Espin, C., McMaster, K., Rose, S., Wayman, M., (Eds.) *A Measure of Success: The Influence of CBM on Education*. Minnesota University Press.

REFERENCES

Good, R.H.; Kaminski, R.A.; Cummings, K.D.; Dufour-Martel, C.; Petersen, K.; Powell-Smith, K.A.; Stollar, S.; Wallin, J. (2011). *Acadience Assessment Manual*.

Good, R.H., Kaminski, R.A., Shinn, M., Bratten, J., Shinn, M., Laimon, D., Smith, S., & Flindt, N. (2004). Technical Adequacy of DIBELS: Results of the Early Childhood Research Institute on measuring growth and development (Technical Report, No. 7). Eugene, OR: University of Oregon.

Lembke, E. and Foegen, A. (2018) File shared directly.

Texas Education Agency and University of Texas System (2008). Texas Early Math Inventories.

Texas Middle School Fluency Assessment—Version 2.0 (2010) Texas Education Agency, University of Houston, and The University of Texas System