Administration and Scoring of Written Expression Curriculum-Based Measurement (WE-CBM) for Use in General Outcome Measurement

Kelly A. Powell-Smith, Ph.D.
Mark R. Shinn, Ph.D.
# Table of Contents

This manual is to be used as a supplement to the *AIMSweb WE-CBM Power Point Training Presentation.*

- **Big Ideas of General Outcome Measurement** ............................................................... 3
  - The Written Expression Curriculum-Based Measure (WE-CBM) ........................................ 4
  - Using Written Expression Story Starters ............................................................................. 5
- **Administration of WE-CBM** .......................................................................................... 6
  - Things you need to do Before Testing .............................................................................. 6
  - Things you need to do While Testing ................................................................................. 7
  - Things you need to do After Testing ................................................................................... 8
- **Scoring of WE-CBM** ....................................................................................................... 9
  - Total Words Written ........................................................................................................... 9
  - Correct Writing Sequences ................................................................................................. 11
  - Words Spelled Correctly ..................................................................................................... 13
- **Qualitative Features of Written Expression** ................................................................. 15
- **Determining Inter-scorer Agreement** ............................................................................... 17
- **Checking Accuracy in Testing Administration** ............................................................. 18
- **References** ..................................................................................................................... 19
- **Appendix A—Forms** ....................................................................................................... 23
  - Directions ............................................................................................................................ 24
  - Qualitative Features Checklist .......................................................................................... 25
  - Error Tracking Checklist .................................................................................................... 26
  - Accuracy of Implementation Rating Scale—Written Expression (AIRS-WE) ..................... 27
- **Appendix B—Practice Exercises & Evaluation Probe** .................................................... 28
  - Practice Exercises for TWW ............................................................................................... 29
  - Practice Exercises for CWS ............................................................................................... 34
  - Practice Exercises for WSC ............................................................................................... 43
  - Evaluation Probe ................................................................................................................. 52
  - Qualitative Features Checklist Examples ............................................................................ 53
  - Error Tracking Checklist Examples .................................................................................... 56
- **Appendix C—Summary of Reliability and Validity Studies** ........................................... 57
Big Ideas About General Outcome Measurement (GOM)

Medicine measures height, weight, temperature, and blood pressure; the Federal Reserve Board measures the Consumer Price Index; Wall Street measures the Dow-Jones Industrial Average; companies report earnings per share; and even McDonald's measures how many hamburgers they sell. What do these measures have in common? They all assess general outcomes so decisions are data-based and timely.

Although these measures do not assess all health, economic, stock market, business or even fast food sales behavior, they are indicators considered so important to outcomes that they are routine. These measures are simple, accurate, and reasonably inexpensive in terms of time and materials. They are collected on an ongoing basis over time. They shape a variety of important decisions.

Education has its own set of indicators of general basic skill success. Derived out of the research base generated by a set of assessment procedures called Curriculum-Based Measurement (CBM), these General Outcome Measures allow us to make important statements about our students' reading, spelling, written expression, and mathematics computation skills.

CBM was developed more than 25 years ago by Stanley Deno at the University of Minnesota, and first implemented in schools by Gary Germann, with the idea of giving educators simple, accurate, and efficient indicators of student achievement. School-based research on CBM with real students and real teachers continues to this day. The references included in this workbook provide extensive information about how CBM was developed and validated, and how CBM can be used to make a variety of general and special education decisions.

Originally, CBM was designed to assess growth and development in students' specific curricula. In spelling, teachers would create their own individual set of CBM spelling lists based on what they were teaching and would use the information to determine students' rates of progress and make changes in instruction as needed. This tie to curriculum had high instructional validity but lacked the necessary other technical features of reliable and valid measurement.

It soon became apparent that the positive effects of testing from materials selected from an individual teacher's curriculum were offset by the lack of standard information about students' progress. Some teachers had “no curriculum,” the curriculum would change year to year, and the differences between schools, between teachers within schools, and so on, made accurate decisions about students' progress very difficult. Furthermore, teachers were too often burdened by the business of creating their own testing materials. In addition to being more time consuming, the variability in assessment practices was a concern.

After considerable research, it has been demonstrated that a perfect correspondence between what CBM assessed and students' specific curricula was not necessary. In fact, by using standard assessment materials, the same judgments about students' level of spelling skill and spelling progress, could still be made accurately, as well as provide appropriate, standards of growth and development across varied curricula, teachers, schools, and school districts.

What emerged from this school-based research was the following conclusion: Achievement can be improved by testing students (1) using standard, valid tests, (2) that measured something important, (3) on tasks of about equal difficulty tied to general curriculum (4) over time. CBM provided the assessment procedures to be able to do Numbers 1, 2, and 4. By developing graded and equivalent assessment materials of about equal difficulty tied to general curriculum, (Number 3) General Outcome Measurement (GOMs) evolved. Thus, the assessment procedures known as CBM are used in an assessment approach called General Outcome Measurement.
The Written Expression Curriculum-Based Measure (WE-CBM)

Being able to communicate thoughts and ideas in writing is a fundamental basic skill that is valuable throughout life. From leaving notes for family members, to writing term papers and theses, writing skills are fundamental. Assessment of writing or written expression skills is typically viewed as something that is complex, time-consuming and subjective. All three of these assessment characteristics are problematic for frequent progress monitoring, which, by its nature, needs to be as simple as possible, time-efficient, and objective.

More than 25 years ago, educational scientists sought to identify reliable and valid ways of assessing elementary students’ written expression skills that would allow frequent progress monitoring. The results of this research resulted in a testing practice called Written Expression-Curriculum-Based Measurement (WE-CBM).

School-based research (Deno, Marston, & Mirkin, 1982; Deno et al., 1982; Marston, 1989; Marston & Deno, 1981; Marston, Lowry, Deno, & Mirkin, 1981; Videen, Deno, & Marston, 1982) has shown that having students write a story for 3 minutes given an age-appropriate story starter is a reliable and valid general outcome measure of general written expression for typically achieving students through Grade 6 and for students with severe writing problems.

Compare the WE-CBM samples obtained from two beginning-of-the-year Grade 3 students below. Both were asked to write the best story they could, given the story starter “You’ve been invited to a vacation anywhere in the World. Write about what you would like to do.” The first student, Amy, wrote the following:

Amy produced 60 Total Words Written (TWW) in her story and 47 Correct Writing Sequences (CWS). Her story communicates ideas clearly and has an understandable relationship among the order of words and sentences. In terms of mechanics, 51 of the TWW are produced correctly in terms of spelling and capitalization and she uses periods as appropriate.
Jessica wrote the story above. She produced only 25 Total Words Written (TWW) in her story and 16 Correct Writing Sequences (CWS). Her story communicates ideas significantly less clearly. In terms of mechanics, 1/5 of the TWW are produced incorrectly.

**Using Written Expression Story Starters**

Both Amy and Jessica in the above examples responded to a prompt referred to as a story starter. Story starters are short orally presented ideas that give students something to write about. They are designed to stimulate narrative writing and are formatted such that students avoid writing “yes” or “no” (e.g., Did you like your teacher last year?) or writing lists (e.g., Write about what you would do with the money you earned by mowing your neighbor’s lawn). Story starters are available as part of the AIMSweb system.
Administration of Written Expression-CBM (WE-CBM)

This workbook section covers administration of WE-CBM and what examiners need to do (1) before testing students, (2) while testing students, and (3) after testing students.

Things You Need to Do Before Testing

Before testing students, examiners must have a set of story starters, short orally presented ideas that give students something to write about, and other testing materials set up in an appropriate assessment environment. A set of story starters is available as part of the AIMSweb System.

Things You Need Before Testing:

1. Story starter(s)
2. Lined paper for student(s) responses.
3. A stopwatch.

Arranging the Testing Environment

Getting accurate assessment results depends on how the testing environment is arranged. Testing WE-CBM typically is completed in a large group (full class) or small group (3-4 students) setting. If completing WE-CBM via group administration (e.g., as a whole class) try to ensure that no disruptions occur. It also is desirable to have more than one adult present during the testing to monitor the students to ensure they produce the best writing sample they can.

WE-CBM also can be completed by testing students individually. If testing is conducted 1 to 1, it is best to set aside a place in the classroom that has a small table or desk and is quiet and away from distractions (sinks, water fountain).

A Number of Things Must Be Kept in Mind

• It’s about testing, not teaching—The standardized directions should always be used. This means keeping the testing a “test.” WE-CBM is not to be used as instruction. Students shouldn’t practice completing story starters, nor should they have errors corrected by the examiner during the testing. In general, the results from one of the scores, the number of Total Words Written, is not shared with students as feedback because sometimes students will simply add more words without increasing the quality of their writing. Importantly, taking a WE-CBM should not be the only writing they do as part of their written expression instructional program.

• Best versus fastest writing—The testing conditions should be established to prepare the student to do their “best,” not their fastest writing. Students are timed to ensure that the testing is standardized, not to motivate the students to write as fast as they can. Therefore, timing should be “in the background,” should be subtle, and not “in the student’s face.” Examiners should always emphasize “best work.”

• Sit across from, not beside during 1 to 1 testing—When we assess students individually, we sit across from them. We want the students to be looking at their work, not what we, the examiners, are doing with respect to note taking or timing.
What Students Write About

Students write their stories after being given an orally presented prompt called a Story Starter such as the ones found below. An extensive list of story starters that have been used successfully in schools nationwide are available as part of the AIMSweb System.

- Yesterday, a monkey climbed through the window at school and…
- I opened the front door very carefully and …
- Yesterday the children went for a picnic and …
- The missile landed on the moon and …
- The mother and her daughter were walking in the park and …
- It was a hot, dry day and I had been walking for hours without food or water when …
- We were paddling on a beautiful lake in the woods when our boat tipped over and …
- The day was warm and sunny and we were the only ones to see …
- I waved out the window at my family as …

You'll note that these story starters are designed to stimulate narrative writing and are formatted such that students avoid writing “yes” or “no” (e.g., Did you like your teacher last year?) or writing lists (e.g., Write about what you would do with the money you earned by mowing your neighbor’s lawn).

What The Examiner Scores

Examiners will score students’ written products using one of three scoring metrics detailed later in this manual: Total Words Written (TWW), Correct Writing Sequences (CWS) and Words Spelled Correctly (WSC).

Things You Need to Do While Administering the Test

Because WE-CBM is a standardized test, we must give the test the same way every time and differences among examiners must be minimized. The following standardized directions should be read to the student(s). A reproducible copy can be found in Appendix A.

General Considerations:

- If testing is done in large or small groups, it is important to monitor students’ performances. If students stop writing for about 10 seconds before the test is finished, point to their paper and say to them “Keep writing the best story you can.” This prompt can be repeated to students should they pause again or stop writing.

- Do not answer questions such as “How do I spell the word….?” Do not provide corrections to miswritten words on the paper. As noted previously, WE-CBM is about testing. We want “examiner talk” to be kept to the minimum to allow student writing to be maximum.
Written Expression Curriculum-Based Measurement (WE-CBM)
Standardized Directions

1. Select an appropriate story starter.

2. Provide the student with a pencil and a sheet of lined paper.

3. Say these specific directions to the students:

   “You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don't know how to spell a word, you should guess. Are there any questions? (Pause). Put your pencils down and listen.

   For the next minute, think about ... “(insert story starter).”

4. After reading the story starter, begin your stopwatch and allow 1 minute for students to “think.” (Monitor students so that they do not begin writing).

   After 30 seconds say: “You should be thinking about... (insert story starter).”

5. At the end of 1 minute say: “Now begin writing.” Restart your stopwatch.

6. Monitor students' participation. If individual students pause for about 10 seconds or say they are done before the test is finished, move close to them and say “Keep writing the best story you can.” This prompt can be repeated to students should they pause again.

7. After 90 seconds say: “You should be thinking about... (insert story starter).”

8. At the end of 3 minutes say: “Stop. Put your pencils down.”

   If students want to finish their story, it is allowable to do so as long as they complete it on a separate piece of paper.

Things You Need to Do After the Testing

After the student has completed the writing task, score the writing sample as soon as you can. Your most important task is to determine the number of Total Words Written (TWW). Determining TWW is a straightforward, economical score that serves as a valid indicator of general written expression skills for most students through Grade 6 and for older students with written expression difficulties. It typically takes less than 30 seconds to count TWW. Examiners simply underline the words the students produced and sum the number of underlines.

With some students, you may want to also consider scoring the number of Correct Writing Sequences (CWS). These students may produce an appropriate number of TWW, but their written expression skills are much lower with respect to producing “quality words.” Their words may not be mechanically, semantically, or syntactically correct. With these students, we recommend counting the number of CWS. Caret marks (^) indicate CWS, pairs of words that are mechanically, semantically, and syntactically correctly.

A third option, Words Spelled Correctly (WSC), can be useful in some circumstances, but usually, when they are serious spelling concerns with specific students, counting CWS is a better metric than WSC. In some instances, Words Spelled Correctly (WSC) are tallied independently of TWW and CWS. Examiners simply circle the words the students spells incorrectly, sums the number of circles, and subtracts from TWW.

Complete details regarding how to score TWW, CWS, WSC, are detailed in the next section.
Scoring of Written Expression-Curriculum-Based Measurement (WE-CBM)

Total Words Written (TWW)

Instructions

Underline in pencil or pen Words that are produced in the WE-CBM sample. Sum the number of words. This score is recorded, but typically NOT shared with students as some students will write more words in the next assessment that may not be indicative of real improvement.

What Is A Word?

Any letter or group of letters separated by a space is defined as a word, even if the word is misspelled or is a nonsense word.

- The sky was blue, TWW = 4
- The sky was blew, TWW = 4
- I tuk a bat, TWW = 4
- I tuka bat, TWW = 3

Rule 1. Hyphenated Words. Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone.

- My daughter-in-law had a baby boy, TWW = 8

Rule 2. Hyphenated Words. If one or more of the morphemes separated by a hyphen(s) cannot stand alone, the entire sequence is counted as one word.

- We had to re-evaluate the case, TWW = 6

Rule 3. Abbreviations. Commonly used abbreviations are counted as words.

- Chris watched T.V., TWW = 3

Rule 4. Story Titles or Endings. Words written in the title or as an ending are counted in the TWW.

- The Big Run
- On the fourth of July, I ran the Boston Marathon.
- The End, TWW = 15
Rule 5. Numbers. With the exception of dates and currency, numbers that are not spelled out are not counted as words.

3 men ran.  \[TWW = 2\]
Three men ran.  \[TWW = 3\]
I went 2 a party.  \[TWW = 4\]
It is June 10, 1989.  \[TWW = 5\]
I won $100.  \[TWW = 3\]
I won 100.  \[TWW = 2\]
I won 100 dollars.  \[TWW = 4\]

Rule 6. Unusual Characters. Symbols used in writing such as ($, &), that are not spelled out, are not counted as words.

I won $100.  \[TWW = 3\]
I won 100.  \[TWW = 2\]
Correct Writing Sequences (CWS)

Instructions

First, circle **Words** that are spelled incorrectly in the WE-CBM sample. This will help in determining pairs of correct adjacent words. Second, place a caret “^” between words that are (1) mechanically (spelled correctly, appropriate capitalization), (2) semantically, and (3) syntactically correct. Sum the number of carets “^” s. Scoring CWS requires more inferences about what the student intended such as whether a sentence “ended” when a period was omitted.

What is a Correct Writing Sequence?

Two adjacent writing units (words and punctuation) that are correct within the context of what is written.

Scoring Correct Writing Sequences

A caret “^” is used to mark each unit of the correct writing sequence. There is an implied space at the beginning of the first sentence.

```
^The^sky^was^blue.^  CWS = 5
```

Rule 1. Pairs of Words Must Be Spelled Correctly

```
^All^of^the^kids^started^to^laugh.^  CWS = 8
^All^of^the^kids^started^to^laughf._  CWS = 6
```

Rule 2. Words Must Be Capitalized and Punctuated Correctly with the Exception of Commas. Correct punctuation must be present at the end of the sentence. The first word of the next sentence must be capitalized and be spelled correctly for a correct writing sequence to be scored.

```
^The^sky^was^blue.^  ^It^was^pretty.^  CWS = 9
^The^sky^was^blue.^  it^was^pretty  CWS = 6
```

Rule 3. Words Must Be Syntactically Correct. Sentences that begin with conjunctions are considered syntactically correct.

```
^I^had^never^seen^the^wolves^before.^  CWS = 8
^I^never_seen^the^wolves^never.^       CWS = 6
^And^then^the^boy^gave^the^duck^some^bread.^  CWS = 10
```

Rule 4. Words Must Be Semantically Correct

```
^Jamaal^went^to^the^library.^  CWS = 6
^Jamaal^went_too_the^library.^  CWS = 4
^My^dad^made^the^treehouse^especially^for^me.^ CWS = 9
^My^dad^made^the^treehouse_specially_for^me.^ CWS = 7
```
Rule 5. Contraction. Apostrophes are required if the word cannot stand alone without it.

\(^I^went^to^Sam's^house.^\)  CWS = 6
\(^I^went^to^Sams^house.^\)  CWS = 4

Rule 6. Words with Reversed Letters. Words containing reversed letters are included in the total CWS count unless the reversed letter causes a word to be spelled incorrectly.

\(^There^was^a^bad^storm.^\)  CWS = 6
\(^There^was^a^dad^storm.^\)  CWS = 6
\(^The^dolphin^swam^in^the^sea.^\)  CWS = 7
\(^The^bolphin^swam^in^the^sea.^\)  CWS = 5

Rule 7. Story Titles and Endings. Words written in the title or endings that are capitalized and spelled correctly are included in the total CWS.

\(^The^Big^Run^\)  CWS = 4
the ^Big ^Run^\)  CWS = 3
the big run  CWS = 0
\(^The^End^\)  CWS = 3
\(^The^end^\)  CWS = 2

Rule 8. Abbreviations. Commonly used abbreviations that are spelled correctly are included in the total CWS count.

\(^Jan^lives^on^Sunset^Blvd.^\)  CWS = 5

Rule 9. Hyphens. Hyphenated words are counted in the total CWS count as long as each morpheme separated by hyphens is spelled correctly.

\(^My^sister-in-law^graduated^from^school.^\)  CWS = 6
\(^My^siter-in-law^graduated^from^school.^\)  CWS = 4

Rule 10. Numbers. With the exception of dates, numbers that are not spelled out are not included in the total CWS count.

3 men^ran.^  CWS = 2
\(^Three^men^ran.^\)  CWS = 4
\(^It^is^June^10,^2004.^\)  CWS = 4

Rule 11. Unusual Characters. Symbols used in writing that are not spelled out are not included in the total CWS count.

\(^I^won^a^prize @ the^carnival.^\)  CWS = 6
Words Spelled Correctly (WSC)

Instructions

Put a circle around words that are spelled incorrectly in the WE-CBM sample. Sum the number of circled words and subtract it from the number of TWW.

What Is A Correctly Spelled Word?

A word is considered spelled correctly within a low-inference judgment regarding appropriateness of context within the English language. With some low-performing students, this contextual appropriateness is difficult to determine without making high-level inferences as to what the student intended to write. For this manual, a box around a word represents a “circled” or incorrectly spelled word.

Bill will read the book. \[WSC = 5\]
Bill will [reed] the book. \[WSC = 4\]
Bill [wa] reed mmus [reddy]
and can rat[pake]
dzq ran down the rode \[WSC = 4\]

Rule 1a. Hyphenated Words – Each morpheme separated by a hyphen(s) is counted as an individual word if it can stand alone and is spelled correctly.

My [dauta] in-law had a baby girl \[WSC = 7\]
My daughter-in-law had a baby girl \[WSC = 8\]

Rule 1b. Hyphenated Words – If one or more of the morphemes separated by a hyphen(s) cannot stand alone, the entire sequence is counted as one word if it is spelled correctly.

I had to [re-evaluate] the case. \[WSC = 5\]
I had to re-evaluate the case. \[WSC = 6\]

Rule 2. Abbreviations – Commonly used abbreviations (Dr., Mrs., Blvd.) are counted as words

Jan lives on Sunset Blvd. \[WSC = 5\]

Rule 3. Story Titles – If students include a title, words spelled correctly in the title are included.

The Big Run
On the fourth of July, I ran the Boston Marathon.
The End. \[WSC = 15\]
Rule 4. Capitalized Words – Proper nouns must be capitalized to be considered as correct. Capitalization of the first word in a sentence is not required for the word to be spelled correctly. If a name can also be a word (e.g., bill) it does not have to be capitalized if a high-level inference would be required to determine contextual appropriateness.

Mary saw the book. \( WSC = 4 \)
we crossed the Mississippi \( WSC = 4 \)
sat with the rose \( WSC = 4 \)
sat with rose \( WSC = 2 \)
sat with the bill \( WSC = 4 \)

Rule 5. Words with Reversed Letters – Words containing reversed letters are counted as correctly spelled words unless the reversed letter causes a word to be spelled incorrectly. This rule applies most frequently to the letters p, b, q, d, n, and u.

There was a bad storm. \( WSC = 5 \)
There was a dad storm. \( WSC = 5 \)
The dolphin swam in the sea. \( WSC = 6 \)
The [b]olphin swam in the sea. \( WSC = 5 \)
Joe’s pig won first place at the fair. \( WSC = 8 \)
Joe’s [qig] won first place at the fair. \( WSC = 7 \)

Rule 6. Contractions – For a contraction to be counted as a correctly spelled word, an apostrophe in the correct place in the word is required if the word cannot stand alone.

I won’t go. \( WSC = 3 \)
I [wont] go. \( WSC = 2 \)
Rick’s hungry \( WSC = 2 \)
Assessing the Qualitative Features of Written Expression as part of WE-CBM

The richness of information about a child’s writing skills obtained with WE-CBM is evident and we believe that decision making is enhanced by occasionally adding your professional judgments about the quality of a student’s writing, as well as the “quantity” of student writing, especially as part of Benchmark Assessment. The checklist included below is a simple way of structuring your observations and includes a number of skills displayed by good writers that are lacking in many poor writers.

Qualitative Features Checklist

After students complete 2-3 WE-CBM probes, examiners can evaluate the degree to which important features of writing are observed using the Qualitative Features of Writing Checklist. A reproducible, full-sized copy of this checklist can be found in Appendix A. In addition, two sample completed checklists are included in Appendix B.

Qualitative Features of Writing Checklist

Communication

____ Story communicates thoughts and ideas
____ Story has a logical organizational structure or sequence
____ Has effective strategies for organizing information
____ Story has sentence-to-sentence and word-to-word relationships

Mechanics

____ Uses planning skills
____ Observes spelling rules
____ Uses appropriate sentence structure
____ Uses correct syntax,
____ Writing is semantically correct
____ Uses appropriate vocabulary accurately
____ Observes punctuation rules

Additional Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

AIMSweb Training Workbook 15
A more detailed analysis can also be conducted using the WE-CBM Error Tracking Checklist as shown below in reduced size. A full-size, reproducible version also is found in Appendix A. Two sample completed error tracking checklists are included in Appendix B.

**WE-CBM Error Tracking Checklist**

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization – Beginning of sentence not capitalized</td>
<td></td>
</tr>
<tr>
<td>Capitalization – Proper noun not capitalized</td>
<td></td>
</tr>
<tr>
<td>Capitalization – Of a word that should not be capitalized</td>
<td></td>
</tr>
<tr>
<td>Illegible words</td>
<td></td>
</tr>
<tr>
<td>Incomplete sentence</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Missing or incorrect at end of sentence</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Omission of comma in a list</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Inappropriate punctuation mark in middle of sentence</td>
<td></td>
</tr>
<tr>
<td>Run-on sentence</td>
<td></td>
</tr>
<tr>
<td>Semantics – Word in sequence semantically incorrect (e.g., “I went too the library)</td>
<td></td>
</tr>
<tr>
<td>Spelling (e.g., plase instead of place)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Contraction (e.g., “dont” instead of “don’t”)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Hyphenation (e.g., “dauta-in-law”)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Incorrect for context of what’s written</td>
<td></td>
</tr>
<tr>
<td>Syntax – Noun/Verb disagreement (e.g., “I never seen…”)</td>
<td></td>
</tr>
<tr>
<td>Syntax – Adjective/Adverb incorrect (e.g., “She ran quick”)</td>
<td></td>
</tr>
</tbody>
</table>

Note: **bold** denotes errors reflected in CBM scoring (Total Words Written, Words Spelled Correctly, or Correct Writing Sequences)
Determining Inter-Scorer Agreement

Getting accurate student writing results should not depend on who assesses the students. Because no testing is without error (i.e., perfectly reliable), we need to know how much different examiners agree. This process of obtaining Inter-Scorer agreement is not done just after training but periodically to ensure that examiners are consistent in administration and scoring.

A simple formula for calculating Inter-Scorer agreement is:

\[
\text{Inter-Scorer agreement} = \frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100
\]

For 2 examiners who scored Susie as 50 TW and 48 TW, their Inter-Scorer agreement would be 96% as follows:

- They agreed that Susie wrote 48 TW.
- They disagreed on 2 TW.

\[
\frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} = \frac{48}{50} = 0.96
\]

\[0.96 \times 100 = 96\%
\]

Inter-Scorer agreement can be determined for more than 1 pair as follows. Each pair of scores are compared for agreements and disagreements, and then entered into the formula.

For 3 examiners (1, 2, 3) who score Susie as 50 TW, 48 TW, and 47 TW, their Inter-Scorer agreement would be 96% as follows:

- Examiner 1 and 2 agreed on 48 TW and disagreed on 2
- Examiner 1 and 3 agreed on 47 TW and disagreed on 3
- Examiner 2 and 3 agreed on 47 TW and disagreed on 1

\[
\text{Inter-Scorer agreement} = \frac{\text{Agreements} + \text{Disagreements}}{\text{Agreements} + \text{Disagreements}} \times 100
\]

\[
\frac{(48 + 47 + 47)}{(48 + 2) + (47 + 3) + (47 + 1)} = \frac{142}{148} = 0.96
\]

\[0.96 \times 100 = 96\%\]
Checking Accuracy in Testing Administration

Getting accurate student written expression results should not depend on who assesses the students. If we use the WE-CBM standardized instructions and score correctly, different examiners should obtain about the same results. To ensure that examiners are consistent in administration and scoring, we recommend “check outs,” the process of observing each other administer WE-CBM. This check out process is accomplished using the Accuracy of Implementation Rating Scale-Written Expression (AIRS-WE) shown in reduced size format in the following table and provided in full size in Appendix A. After watching a trainee administer WE-CBM, complete the AIRS-WE, calculate Inter-Scorer agreement and provide feedback. This will ensure accurate and consistent standardized testing.

### Accuracy of Implementation Rating Scale Written Expression-CBM (AIRS-WE-CBM)

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects an appropriate story starter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seated appropriate distance from student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides student with a pencil and sheet of lined paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says standardized directions verbatim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says “For the next minute think about (insert story starter)”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starts stopwatch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides prompt at 30 seconds into 1 minute think time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stops stopwatch at the end of one minute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says “Now begin writing…” and restarts stopwatch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides prompt at 90 seconds into 3 minute writing time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors student attention to task—gives encouragement/prompts if student stops writing or is looking around</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times for 3 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says “Stop. Put your pencil down”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stops stopwatch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines appropriate scores (TWW, WSC, CWS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

AIMSweb Training Workbook 18 09-01-04
References


Appendices
Appendix A

Standardized Directions
Qualitative Features and Error Checklists
Accuracy of Implementation Rating Scale
Written Expression Curriculum-Based Measurement (WE-CBM) Standardized Directions

1. Select an appropriate story starter.

2. Provide the student with a pencil and a sheet of lined paper.

3. Say these specific directions to the students:

   “You are going to write a story. First, I will read a sentence, and then you will write a story about what happens next. You will have 1 minute to think about what you will write, and 3 minutes to write your story. Remember to do your best work. If you don’t know how to spell a word, you should guess. Are there any questions? (Pause) Put your pencils down and listen.

   For the next minute, think about … (insert story starter).”

4. After reading the story starter, begin your stopwatch and allow 1 minute for students to "think." (Monitor students so that they do not begin writing).

   After 30 seconds say: “You should be thinking about… (insert story starter).”

5. At the end of 1 minute say: "Now begin writing." Restart your stopwatch.

6. Monitor students’ participation. If individual students pause for about 10 seconds or say they are done before the test is finished, move close to them and say "Keep writing the best story you can." This prompt can be repeated to students should they pause again.

7. After 90 seconds say: “You should be writing about (insert story starter).”

   At the end of 3 minutes say: “Stop. Put your pencils down.”
Qualitative Features of Writing Checklist

Student Name: ________________________________________________________________

Rater: ________________________________________________________________________

Date: ________________________________________________________________________

Testing Material: ________________________________________________________________________

After having the student complete WE-CBM probes, judge the degree to which you observe these important features of successful writing. Note that some of these features may not be observed.

**Communication**

_____ Story communicates thoughts and ideas

_____ Story has a logical organizational structure or sequence

_____ Has effective strategies for organizing information

_____ Story has sentence-to-sentence and word-to-word relationships

**Mechanics**

_____ Uses planning skills

_____ Observes spelling rules

_____ Uses appropriate sentence structure

_____ Uses correct syntax,

_____ Writing is semantically correct

_____ Uses appropriate vocabulary accurately

_____ Observes punctuation rules

**Additional Comments:**

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

09-01-04

AIMSweb Training Workbook 25
### WE-CBM Error Tracking Checklist

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization – Beginning of sentence not capitalized</td>
<td></td>
</tr>
<tr>
<td>Capitalization – Proper noun not capitalized</td>
<td></td>
</tr>
<tr>
<td>Capitalization – Of a word that should not be capitalized</td>
<td></td>
</tr>
<tr>
<td>Illegible words</td>
<td></td>
</tr>
<tr>
<td>Incomplete sentence</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Missing or incorrect at end of sentence</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Omission of comma in a list</td>
<td></td>
</tr>
<tr>
<td>Punctuation – Inappropriate punctuation mark in middle of sentence</td>
<td></td>
</tr>
<tr>
<td>Run-on sentence</td>
<td></td>
</tr>
<tr>
<td>Semantics – Word in sequence semantically incorrect (e.g., “I went too the library”)</td>
<td></td>
</tr>
<tr>
<td>Spelling (e.g., plase instead of place)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Contraction (e.g., “dont” instead of “don’t”)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Hyphenation (e.g., “dauta-in-law”)</td>
<td></td>
</tr>
<tr>
<td>Spelling – Incorrect for context of what’s written</td>
<td></td>
</tr>
<tr>
<td>Syntax – Noun/Verb disagreement (e.g., “I never seen…”)</td>
<td></td>
</tr>
<tr>
<td>Syntax – Adjective/Adverb incorrect (e.g., “She ran quick”)</td>
<td></td>
</tr>
</tbody>
</table>

Note: **bold** denotes errors reflected in CBM scoring (Total Words Written, Words Spelled Correctly, or Correct Writing Sequences)
# Accuracy of Implementation Rating Scale
## Written Expression-CBM (AIRS-WE-CBM)

**X = completed accurately  O = incorrectly completed**

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects an appropriate story starter</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Seated appropriate distance from student</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Provides student with a pencil and sheet of lined paper</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Says standardized directions verbatim</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Says “For the next minute think about (insert story starter)”</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Starts stopwatch</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Provides prompt at 30 seconds into 1 minute think time</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Stops stopwatch at the end of one minute</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Says “Now begin writing…” and restarts stopwatch</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Provides prompt at 90 seconds into 3 minute writing time</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Monitors student attention to task—gives encouragement/prompts</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>if student stops writing or is looking around</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Times for 3 minutes</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Says “Stop. Put your pencil down”</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Stops stopwatch</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>Determines appropriate scores (TWW, WSC, CWS)</td>
<td>___ ___ ___ ___</td>
</tr>
</tbody>
</table>

### Additional Comments:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Appendix B

Practice Examples
Total Words Written
Correct Writing Sequences
Words Spelled Correctly
Completed Qualitative Features Checklist Examples
Completed Error Tracking Checklist Examples
Practice Exercises for Total Words Written
Written Expression Example 1a

Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

and he was jumping on desc and when we tride to get him he would cLimb up on top of the cupberds and we could not reach him. When we went up their on a Ladder he would jump on a Light.

TWW = _____

Answer Key Written Expression Example 1a

Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

and he was jumping on desc and when we tride to get him he would cLimb up on top of the cupberds and we could not reach him. When we went up their on a Ladder he would jump on a Light.

TWW = 42
Written Expression Example 1b

Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

bow ere thay. I dont kno I wont sum Frit. Sed Tbe mucy. Were is The Frit I dont no. Litts tlkk

TWW = ____

Answer Key Written Expression Example 1b

Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

bow ere thay. I dont kno I wont sum Frit. Sed Tbe mucy. Were is The Frit I dont no. Litts tlkk

TWW= 22
Written Expression Example 1c

Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then. I will sail to Martinique, a French place. I would have to speak French. Then, I would go snorkeling and see zebra fish and sharks. Then, I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies-n-cream.

TWW = 60

Answer Key Written Expression Example 1c

Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then. I will sail to Martinique, a French place. I would have to speak French. Then, I would go snorkeling and see zebra fish and sharks. Then, I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies-n-cream.

TWW = 60
Written Expression Example 1d

Jessica, Grade 3

I am going to Florida
For spring break I want
to go there because
I like the hot weather and I
take swimming and their

TWW = 25

Answer Key Written Expression Example 1d

Jessica, Grade 3

I am going to Florida
For spring break I want
to go there because
I like the hot weather and I
take swimming and their

TWW = 25
Practice Exercises for CWS
Written Expression Example 2a
Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

*and* *he* *was* *jumping* *on* *descs* *and* *when* *we* *tried* *to* *get* *him* *he* *would* *climb* *up* *on* *top* *of* *the* *cupberds* *and* *we* *could* *not* *reach* *him*. *When* *we* *went* *up* *their* *on* *a* *Ladder* *he* *would* *jump* *on* *a* *Light.*

TWW = 42
CWS =

Answer Key Written Expression Example 2a
Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

*and* *he* *was* *jumping* *on* *descs* *and* *when* *we* *tried* *to* *get* *him* *he* *would* *climb* *up* *on* *top* *of* *the* *cupberds* *and* *we* *could* *not* *reach* *him*. *When* *we* *went* *up* *their* *on* *a* *Ladder* *he* *would* *jump* *on* *a* *Light.*

TWW = 42
CWS = 32
Written Expression Example 2b
Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

*bow ere thay. I dont kno I wont sum Frit. Sed The mucy. Were is The Frit I dont no. Litts tllk*

TWW = 22
CWS = 3

Answer Key Written Expression Example 2b
Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

*bow ere thay. I dont kno I wont sum Frit. Sed The mucy. Were is The Frit I dont no. Litts tllk*

TWW = 22
CWS = 3
Written Expression Example 2c
Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then.
I will sail to Martinique a French place. I would have to speak French. Then, I would
go snorkling and see zebra fish and sharks. Then, I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies 'n' cream.

TWW = 60
CWS = 47

Answer Key Written Expression Example 2c
Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then.
I will sail to Martinique a French place.
I would have to speak French. Then, I would
go snorkling and see zebra fish and sharks. Then, I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies 'n' cream.

TWW = 60
CWS = 47
Written Expression Example 2d
Jessica, Grade 3

I am going to Florida
for spring break. I want to go there because I like the hot weather and I take swimming and their

TWW = 25
CWS = 16

Answer Key Written Expression Example 2d
Jessica, Grade 3

^I^am^going^to^florida
for^spring^break^I^want^to^go^there^because^I^like^the^hot^weather^and^I^take^swimming^and^their

TWW = 25
CWS = 16
Written Expression Example 2e
Charlie, Grade 8

If you were the teacher of this class, write about what it would be like.

*If I were the teacher of this class, I would not give homework and the students would be able to eat in class. Then I would give them a choice of assignments they did, but the would have to choose one to turn in. I would give them*

TWW = 48
CWS = 45

Answer Key Written Expression Example 2e
Charlie, Grade 8

If you were the teacher of this class, write about what it would be like.

*If I were the teacher of this class, I would not give homework and the students would be able to eat in class. Then I would give them a choice of assignments they did, but the would have to choose one to turn in. I would give them*

TWW = 48
CWS = 45
Written Expression Example 2f
Andy, Grade 8

If you were the teacher of this class, write about what it would be like.

Their wood be alot of partys, no work games I don't no about t.v but free time all the Time. We would have aLot fun, pop candy entby you want It wood be Like Never Land

TWW = 36
CWS = ___

Answer Key Written Expression Example 2f
Andy, Grade 8

If you were the teacher of this class, write about what it would be like.

Their wood be alot of partys, no work games I don't no about t.v but free time all the Time. We would have aLot fun, pop candy entby you want It wood be Like Never Land

TWW = 36
CWS = 13
Written Expression Example 2g
Desmond, Grade 4

One day we went to school and the teacher had turned into a …

invisable person. We could not find, where she was. She was watching us the whole time we were looking for her. We told the principal. He looked for her too. He said he heard her laughing from somewhere. He did'nt know where either. He told the secretary. She looked and tried also.

TWW = ____ 52 ____
CWS = ____ 55 ____

Answer Key Written Expression Example 2g
Desmond, Grade 4

One day we went to school and the teacher had turned into a …

invisable person. We could not find, where she was. She was watching us the whole time we were looking for her. We told the principal. He looked for her too. He said he heard her laughing from somewhere. He did'nt know where either. He told the secretary. She looked and tried also.

TWW = ____ 52 ____
CWS = ____ 55 ____
Written Expression Example 2h
Katie, Grade 4

One day we went to school and the teacher had turned into a....

The teacher turned into a mean mean globin and she was so mean that we could not look at her. And she could not even

TWW = ___25___
CWS = ___

Answer Key Written Expression Example 2h
Katie, Grade 4

One day we went to school and the teacher had turned into a....

The teacher turned into a mean mean globin and she was so mean that we could not look at her. And she could not even

TWW = ___25___
CWS = ___20___
Written Expression Example 3a
Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

\( ^{\text{and}} \) \( ^{\text{be}} \) \( ^{\text{was}} \) \( ^{\text{jumping}} \) \( ^{\text{on}} \) \( ^{\text{descs}} \) \( \text{and} \) \( ^{\text{when}} \) \( ^{\text{we}} \) \( ^{\text{tride} \text{ to}} \) \( ^{\text{get}} \) \( ^{\text{bim}} \) \( ^{\text{be}} \) \( ^{\text{would}} \) \( ^{\text{climb}} \) \( ^{\text{up}} \) \( ^{\text{on}} \) \( ^{\text{top}} \) \( ^{\text{of}} \) \( ^{\text{the}} \) \( ^{\text{cupberds}} \) \( \text{and} \) \( ^{\text{we}} \) \( ^{\text{could}} \) \( ^{\text{not}} \) \( ^{\text{reach}} \) \( ^{\text{bim}} \). \( ^{\text{When}} \) \( ^{\text{we}} \) \( ^{\text{went}} \) \( ^{\text{up}} \) \( ^{\text{their}} \) \( ^{\text{on}} \) \( ^{\text{a}} \) \( ^{\text{Ladder}} \) \( ^{\text{be}} \) \( ^{\text{would}} \) \( ^{\text{jump}} \) \( ^{\text{on}} \) \( ^{\text{a} \text{Ligh}} \).

TWW = 42
CWS = 32
WSC = 39

Answer Key Written Expression Example 3a
Scott, Grade 2

Yesterday, a monkey climbed through the window at school and…

\( ^{\text{and}} \) \( ^{\text{be}} \) \( ^{\text{was}} \) \( ^{\text{jumping}} \) \( ^{\text{on}} \) \( ^{\text{descs}} \) \( \text{and} \) \( ^{\text{when}} \) \( ^{\text{we}} \) \( ^{\text{tride} \text{ to}} \) \( ^{\text{get}} \) \( ^{\text{bim}} \) \( ^{\text{be}} \) \( ^{\text{would}} \) \( ^{\text{climb}} \) \( ^{\text{up}} \) \( ^{\text{on}} \) \( ^{\text{top}} \) \( ^{\text{of}} \) \( ^{\text{the}} \) \( ^{\text{cupberds}} \) \( \text{and} \) \( ^{\text{we}} \) \( ^{\text{could}} \) \( ^{\text{not}} \) \( ^{\text{reach}} \) \( ^{\text{bim}} \). \( ^{\text{When}} \) \( ^{\text{we}} \) \( ^{\text{went}} \) \( ^{\text{up}} \) \( ^{\text{their}} \) \( ^{\text{on}} \) \( ^{\text{a} \text{Ladder}} \) \( ^{\text{be}} \) \( ^{\text{would}} \) \( ^{\text{jump}} \) \( ^{\text{on}} \) \( ^{\text{a} \text{Ligh}} \).

TWW = 42
CWS = 32
WSC = 39
Written Expression Example 3b
Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

bow ere thay, I dont kno I wont sum Frit. Sed The nucy. Were is The Frit I dont no. Litts tlk

TWW = 22
CWS = 3
WSC = 

Answer Key Written Expression Example 3b
Mike, Grade 2

Yesterday, a monkey climbed through the window at school and…

bow ere thay I dont kno I wont sum Frit. Sed The nucy. Were is The Frit I dont no. Litts tlk

TWW = 22
CWS = 3
WSC = 9
Written Expression Example 3c
Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then I will sail to Martinique a French place. I would have to speak French. Then I would go snorkeling and see zebra fish and sharks. Then I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies-n-cream.

TWW = 60
CWS = 47
WSC = 51

Answer Key Written Expression Example 3c
Amy, Grade 3

I would go to the Caribbean in the Caribbean. I will go to Saint Lucia then I will sail to Martinique a French place. I would have to speak French. Then I would go snorkeling and see zebra fish and sharks. Then I would go to town in Saint Lucia and get ice cream. The ice cream would be cookies-n-cream.

TWW = 60
CWS = 47
WSC = 51
Written Expression Example 3d
Jessica, Grade 3

I am going to Florida for spring break. I want to go there because I like the hot weather. I like swimming and their track.

TWW = 25
CWS = 16
WSC =

Answer Key Written Expression Example 3d
Jessica, Grade 3

^I^ am ^going^ to ^Florida
for ^spring ^break ^I^ want^
to ^go^ there ^because^
I^ like ^the ^hot ^weather ^and ^I
track ^swimming ^and ^their

TWW = 25
CWS = 16
WSC = 20
Written Expression Example 3e
Charlie, Grade 8

If you were the teacher of this class, write about what it would be like.

^If^ I^ were^ the^ teacher^ of^ this^ class,^ I^ would^ not^ give^ homework^ and^ the^ students^ would^ be^ able^ to^ eat^ in^ class. ^Then^ I^ would^ give^ them^ a^ choice^ of^ assiments^ they^ did,^ but^ the^ would^ have^ to^ chose^ one^ to^ turn^ in. ^I^ would^ give^ them

TWW = 48
CWS = 45
WSC = 46

Answer Key Written Expression Example 3e
Charlie, Grade 8

If you were the teacher of this class, write about what it would be like.

^If^ I^ were^ the^ teacher^ of^ this^ class,^ I^ would^ not^ give^ homework^ and^ the^ students^ would^ be^ able^ to^ eat^ in^ class. ^Then^ I^ would^ give^ them^ a^ choice^ of^ assiments^ they^ did,^ but^ the^ would^ have^ to^ chose^ one^ to^ turn^ in. ^I^ would^ give^ them

TWW = 48
CWS = 45
WSC = 46
**Written Expression Example 3f**

Andy, Grade 8

If you were the teacher of this class, write about what it would be like.

*Their wood be alot of partys, no work games*

*I don't no about t.v but free time all the Time*

*We would have aLot fun, pop candy entby you*

*want It wood be Like Never Land*

TWW = __36__

CWS = __13__

WSC = ___

---

**Answer Key Written Expression Example 3f**

Andy, Grade 8

If you were the teacher of this class, write about what it would be like.

*Their wood be alot of partys, no work games*

*I don't no about t.v but free time all the Time*

*We would have aLot fun, pop candy entby you*

*want It wood be Like Never Land*

TWW = __36__

CWS = __13__

WSC = __29__
One day we went to school and the teacher had turned into a ...

invisable person. We could not find where she was. She was watching us the whole time we were looking for her. We told the principal. He looked for her too. He said he heard her laughing from somewhere. He didn't know where either. He told the secretary. She looked and tried also.

TWW = 52  
CWS = 55  
WSC = 49
Written Expression Example 3h
Katie, Grade 4

One day we went to school and the teacher had turned into a…. 

\[^\text{The teacher turned into a mean globin and she was}\]
so mean that \[^\text{we could not look at her}\]
And she could not even

TWW = 25
CWS = 20
WSC = __

Answer Key Written Expression Example 3h
Katie, Grade 4

One day we went to school and the teacher had turned into a…. 

\[^\text{The teacher turned into a mean globin and she was}\]
so mean that \[^\text{we could not look at her}\]
And she could not even

TWW = 25
CWS = 20
WSC = 21
Written Expression Evaluation Probe

James, Grade 5

I was walking my dog and all of a sudden a pack of wolves came running out and…

*ate my dog so I started running away and I climbed a tree. Then finally the wolves went away and I got out of the tree and state for my house. I told my mom what bad happened. So we got a new dog and I never seen the wolves ever*

**TWW** = _____

**CWS** = _____

**WSC** = _____
### Qualitative Features of Writing Checklist (SAMPLE)

**Student Name:** Amy

**Rater:**

**Date:**

**Testing Material:**

After having the student complete WE-CBM probes, judge the degree to which you observe these important features of successful writing. Note that some of these features may not be observed.

#### Communication
- **Yes** Story communicates thoughts and ideas
- **Yes** Story has a logical organizational structure or sequence
- **Yes** Has effective strategies for organizing information
- **Yes** Story has sentence-to-sentence and word-to-word relationships

#### Mechanics
- **Yes** Uses planning skills
- **No** Observes spelling rules
- **Yes** Uses appropriate sentence structure
- **Yes** Uses correct syntax,
- **Yes** Writing is semantically correct
- **Yes** Uses appropriate vocabulary accurately
- **Yes** Observes punctuation rules

#### Additional Comments:

Amy does not observe spelling rules consistently. Minor spelling errors were observed along with spelling errors on proper nouns.
### WE-CBM Error Tracking Checklist

#### SAMPLE for Amy

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization – Beginning of sentence not capitalized</td>
<td>0</td>
</tr>
<tr>
<td>Capitalization – Proper noun not capitalized</td>
<td>4</td>
</tr>
<tr>
<td>Capitalization – Of a word that should not be capitalized</td>
<td>0</td>
</tr>
<tr>
<td>Illegible words</td>
<td>0</td>
</tr>
<tr>
<td>Incomplete sentence</td>
<td>0</td>
</tr>
<tr>
<td>Punctuation – Missing or incorrect at end of sentence</td>
<td>1</td>
</tr>
<tr>
<td>Punctuation – Omission of comma in a list</td>
<td>0</td>
</tr>
<tr>
<td>Punctuation – Inappropriate punctuation mark in middle of sentence</td>
<td>0</td>
</tr>
<tr>
<td>Run-on sentence</td>
<td>1</td>
</tr>
<tr>
<td>Semantics – Word in sequence semantically incorrect (e.g., “I went too the library)</td>
<td>0</td>
</tr>
<tr>
<td>Spelling (e.g., plase instead of place)</td>
<td>5</td>
</tr>
<tr>
<td>Spelling – Contraction (e.g., “dont” instead of “don’t”)</td>
<td>0</td>
</tr>
<tr>
<td>Spelling – Hyphenation (e.g., “dauta-in-law”)</td>
<td>0</td>
</tr>
<tr>
<td>Spelling – Incorrect for context of what’s written</td>
<td>0</td>
</tr>
<tr>
<td>Syntax – Noun/Verb disagreement (e.g., “I never seen...”)</td>
<td>0</td>
</tr>
<tr>
<td>Syntax – Adjective/Adverb incorrect (e.g., “She ran quick”)</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: **bold** denotes errors reflected in CBM scoring (Total Words Written, Words Spelled Correctly, or Correct Writing Sequences)
Qualitative Features of Writing Checklist (SAMPLE)

Student Name: Jessica
Rater:
Date:
Testing Material:

After having the student complete WE-CBM probes, judge the degree to which you observe these important features of successful writing. Note that some of these features may not be observed.

Communication
- Yes Story communicates thoughts and ideas
- Yes Story has a logical organizational structure or sequence
- Yes Has effective strategies for organizing information
- No Story has sentence-to-sentence and word-to-word relationships

Mechanics
- Yes Uses planning skills
- No Observes spelling rules
- No Uses appropriate sentence structure
- Yes Uses correct syntax,
- No Writing is semantically correct
- Yes Uses appropriate vocabulary accurately
- No Observes punctuation rules

Additional Comments:
Though she did not make a high number of any one kind of error, Jessica’s writing showed a variety of errors. These errors included spelling, syntax and punctuation. In addition, most of her writing was one long run on sentence.
# WE-CBM Error Tracking Checklist

**SAMPLE for Jessica**

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization – Beginning of sentence not capitalized</td>
<td>1</td>
</tr>
<tr>
<td>Capitalization – Proper noun not capitalized</td>
<td>1</td>
</tr>
<tr>
<td>Capitalization – Of a word that should not be capitalized</td>
<td>0</td>
</tr>
<tr>
<td>Illegible words</td>
<td>1</td>
</tr>
<tr>
<td>Incomplete sentence</td>
<td>0</td>
</tr>
<tr>
<td>Punctuation – Missing or incorrect at end of sentence</td>
<td>1</td>
</tr>
<tr>
<td>Punctuation – Omission of comma in a list</td>
<td>0</td>
</tr>
<tr>
<td>Punctuation – Inappropriate punctuation mark in middle of sentence</td>
<td>0</td>
</tr>
<tr>
<td>Run-on sentence</td>
<td>1</td>
</tr>
<tr>
<td>Semantics – Word in sequence semantically incorrect</td>
<td>1</td>
</tr>
<tr>
<td>(e.g., “I went too the library)</td>
<td></td>
</tr>
<tr>
<td>Spelling (e.g., plase instead of place)</td>
<td>1</td>
</tr>
<tr>
<td>Spelling – Contraction (e.g., “dont” instead of “don’t”)</td>
<td>0</td>
</tr>
<tr>
<td>Spelling – Hyphenation (e.g., “dauta-in-law”)</td>
<td>0</td>
</tr>
<tr>
<td>Spelling – Incorrect for context of what’s written</td>
<td>2</td>
</tr>
<tr>
<td>Syntax – Noun/Verb disagreement (e.g., “I never seen…”)</td>
<td>0</td>
</tr>
<tr>
<td>Syntax – Adjective/Adverb incorrect (e.g., “She ran quick”)</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: **bold** denotes errors reflected in CBM scoring (Total Words Written, Words Spelled Correctly, or Correct Writing Sequences)
Appendix C

Summary of Reliability and Validity Studies
## Summary of WE-CBM Reliability Studies

<table>
<thead>
<tr>
<th>Study</th>
<th>Subjects</th>
<th>Type of Reliability</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Espin, Scierka, Skare, &amp; Halverson (1999)</td>
<td>9 LD students, 138 general education students in grade 10</td>
<td>Interscorer agreement</td>
<td>TWW = 100% &lt;br&gt;WSC = 99.5% &lt;br&gt;CWS = 97.4%</td>
</tr>
<tr>
<td>Espin, Shin, Deno, Skare, Robinson, &amp; Benner (2000)</td>
<td>11 special education students, 101 general education students in grades 7 &amp; 8</td>
<td>Alternate Form</td>
<td>TWW = .73-.77 * &lt;br&gt;WSC = .72-.76 * &lt;br&gt;CWS = .75-.80 *</td>
</tr>
<tr>
<td>Fuchs, Deno, &amp; Marston (1983)</td>
<td>78 3rd to 6th grade low achieving students</td>
<td>10 parallel forms, 1 week apart</td>
<td>WSC = .55  &lt;br&gt;WSC = .72  &lt;br&gt;WSC = .85  &lt;br&gt;WSC = .88  &lt;br&gt;WSC = .89</td>
</tr>
<tr>
<td>Gansle, Noell, VenDerHeyden, Naquin, &amp; Slider (2002)</td>
<td>179 students in grades 3 &amp; 4</td>
<td>Interscorer agreement</td>
<td>TWW = 96% &lt;br&gt;WSC = 95% &lt;br&gt;CWS = 86%</td>
</tr>
<tr>
<td>Maleki &amp; Jewell (2003)</td>
<td>946 students in 1st - 6th grades</td>
<td>Interscorer agreement</td>
<td>TWW = &gt;99% &lt;br&gt;WSC = &gt;99% &lt;br&gt;CWS = &gt;98%</td>
</tr>
</tbody>
</table>

* Ranges represent alternate-form reliabilities for 3 and 5 minute story writing and descriptive writing samples.
# Summary of WE-CBM Reliability Studies (continued)

<table>
<thead>
<tr>
<th>Study</th>
<th>Subjects</th>
<th>Type of Reliability</th>
<th>Results</th>
</tr>
</thead>
</table>
| Martson (1982)         | 83 low achieving students in 3rd-6th grades   | Test –restest (10 weeks)                   | TWW = .42
|                        |                                               | 10 parallel forms, 1 week apart            | WSC = .46
|                        |                                               | Parallel forms determined by averaging 3 weekly measures | TWW = .58 (mean)
|                        |                                               |                                           | WSC = .59 (mean)
|                        |                                               |                                           | TWW = .70 - .84 (range) |
| Marston & Deno (1981)  | 28 LD students, grades 1 to 6                 | Test-retest (1 day)                        | TWW = .91
|                        |                                               |                                           | WSC = .81
|                        |                                               | Test-retest (3 weeks)                      | TWW = .64
|                        |                                               |                                           | WSC = .62 |
| Marston & Deno (1981)  | 161 students, grades 1 to 6                    | 2 parallel forms, same day                 | TWW = .95
|                        |                                               |                                           | WSC = .95 |
| Marston & Deno (1981)  | 105 students, grades 1 to 6                    | Split-half, minutes (2+5) with (3+4)       | TWW = .99
|                        |                                               |                                           | WSC = .96
|                        |                                               | Split-half, minutes (2+4) with (3+5)       | TWW = .99
|                        |                                               |                                           | WSC = .97
|                        |                                               | Cronbach’s alpha                           | TWW = .87
|                        |                                               |                                           | WSC = .70 |
| Marston & Deno (1981)  | 20 students, grades 1 to 6                     | Interscorer agreement                      | TWW = 98%
|                        |                                               |                                           | WSC = 98% |
| Shinn (1981)           | 71 LD and low achieving 5th grade students    | Test-retest (5 weeks)                      | TWW = .69
|                        |                                               | 4 parallel forms, 1 week apart             | WSC = .73
|                        |                                               |                                           | TWW = .59 (median)
|                        |                                               |                                           | WSC = .59 (median) |
| Tindal, Germann, & Deno (1983) | 60 general education 5th grade students | Test-retest (2 weeks)                      | TWW = .56 |
| Tindal, Germann, & Deno (1983) | 60 general education 4th grade students | 2 sets of 2 parallel forms, same time     | TWW = .70 |
### Summary of WE-CBM Reliability Studies (continued)

<table>
<thead>
<tr>
<th>Study</th>
<th>Subjects</th>
<th>Type of Reliability</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tindal, Marston, &amp; Deno (1983)</td>
<td>566 general education students, grades 1 to 6</td>
<td>Test-retest (6 months)</td>
<td>TWW = .70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 sets of 2 parallel forms, same time</td>
<td>TWW= .73 (mean)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interscorer agreement</td>
<td>TWW= 98% (mean)</td>
</tr>
<tr>
<td>Watkinson &amp; Lee (1992)</td>
<td>26 LD students, 26 general education students</td>
<td>Interscorer agreement</td>
<td>TWW= 99%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WSC= 96%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CWS= 95%</td>
</tr>
</tbody>
</table>
## Summary of WE-CBM Validity Studies

<table>
<thead>
<tr>
<th>Study</th>
<th>Subjects</th>
<th>Criterion Measure</th>
<th>Scoring Metric</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deno, Marston, &amp; Mirkin (1982)</td>
<td>44 LD students, 86 general education students, grades 3 to 6</td>
<td>Test of Written Language — Total Test</td>
<td>TWW, WSC</td>
<td>.75, .80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test of Written Language — subtests</td>
<td>TWW, WSC</td>
<td>.58-65 (range)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stanford Achievement Test — Word Usage Subtest</td>
<td>TWW, WSC</td>
<td>.57-71 (range)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental Sentence Scoring System</td>
<td>TWW, WSC</td>
<td>.62, .67</td>
</tr>
<tr>
<td>Deno, Mirkin, &amp; Marston (1980)</td>
<td>16 LD students, 16 general education students, grades 3 to 6</td>
<td>Test of Written Language — Total Test</td>
<td>TWW, WSC</td>
<td>.63, .67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test of Written Language — subtests</td>
<td>TWW, WSC</td>
<td>.41-70 (range)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental Sentence Scoring System</td>
<td>TWW, WSC</td>
<td>.45-67 (range)</td>
</tr>
<tr>
<td>Deno, Mirkin, &amp; Marston (1980)</td>
<td>4 LD students, 24 general education students, grades 3 to 6</td>
<td>Test of Written Language — Total Test</td>
<td>TWW, WSC</td>
<td>.81, .79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stanford Achievement Test — Word Usage Subtest</td>
<td>TWW, WSC</td>
<td>.65, .69</td>
</tr>
<tr>
<td>Deno, Mirkin, &amp; Marston (1980)</td>
<td>31 LD students, 51 general education students, grades 3 to 6</td>
<td>Developmental Sentence Scoring System</td>
<td>TWW, WSC</td>
<td>.84, .84</td>
</tr>
<tr>
<td>Study</td>
<td>Subjects</td>
<td>Criterion Measure</td>
<td>Scoring Metric</td>
<td>Correlations</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Espin, Scierka, Skare, &amp; Halverson (1999)</td>
<td>9 LD students, 138 general education students in grade 10</td>
<td>California Achievement Test — Language Arts Total</td>
<td>TWW, WSC, CWS</td>
<td>.13, .17, .29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Grades</td>
<td>TWW, WSC, CWS</td>
<td>.22 &amp; .25, .25 &amp; .29, .33 &amp; .35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Ratings of Student Writing</td>
<td>TWW, WSC, CWS</td>
<td>.36, .41, .52</td>
</tr>
<tr>
<td>Espin, Shin, Deno, Skare, Robinson, &amp; Benner (2000)</td>
<td>11 special education students, 101 general education students in grades 7 &amp; 8</td>
<td>Teacher Ratings</td>
<td>TWW, WSC, CWS</td>
<td>.34-.46, .38-.48, .54-.60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Writing Test (8th grade students only)</td>
<td>TWW, WSC, CWS</td>
<td>.43-.47, .46-.51, .61-.65</td>
</tr>
<tr>
<td>Fewster &amp; MacMillan (2002)</td>
<td>465 students in grades 6 &amp; 7</td>
<td>School Grades in grades 8 - 10</td>
<td>WSC</td>
<td>.31 -.50</td>
</tr>
<tr>
<td>Parker, Tindal, &amp; Hasbrouk (1991)</td>
<td>2522 students in grades 2-6, 8, &amp; 11</td>
<td>Teachers' Holistic Judgments</td>
<td>TWW, WSC, CWS</td>
<td>.42, .52, .56</td>
</tr>
</tbody>
</table>

* Ranges represent correlations between criterion measures and CBM writing for 3 and 5 minute story writing and descriptive writing samples.

* Range across grades 8-10 in both English and Social Studies content areas.

* Average correlations across all grade levels.
### Summary of WE-CBM Validity Studies (continued)

<table>
<thead>
<tr>
<th>Study</th>
<th>Subjects</th>
<th>Criterion Measure</th>
<th>Scoring Metric</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gansle, Noell, VenDerHeyden, Naquin, &amp; Slider (2002)</td>
<td>179 students in grades 3 &amp; 4</td>
<td>Teacher Rankings (n = 177)</td>
<td>TWW WSC CWS</td>
<td>.08 .21 .36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Iowa Test of Basic Skills Total Language Score (3rd grade) (n = 75)</td>
<td>TWW WSC CWS</td>
<td>.15 .24 .43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lousianna Educational Assessment Program – Write Competently subtest (4th grade) (n = 96)</td>
<td>TWW WSC CWS</td>
<td>.28 .29 .28</td>
</tr>
<tr>
<td>Marston (1982)</td>
<td>57 Low achieving students grades 4 to 6</td>
<td>SAT Language subtest</td>
<td>TWW WSC</td>
<td>.47 .64</td>
</tr>
<tr>
<td>Tindal &amp; Parker (1989)</td>
<td>30 special education students, 142 students in remedial programs in 6th to 8th grade</td>
<td>Holistic Ratings</td>
<td>TWW WSC CWS</td>
<td>.10 .31 .45</td>
</tr>
<tr>
<td>Study</td>
<td>Subjects</td>
<td>Criterion Measure</td>
<td>Scoring Metric</td>
<td>Correlations</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Videen, Deno, &amp; Marston (1982)</td>
<td>50 general education students grades 3 to 6</td>
<td>Test of Written Language</td>
<td>TWW</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developmental Sentence Scoring System</td>
<td>WSC</td>
<td>.92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Wholistic Rating</td>
<td>TWW</td>
<td>.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WSC</td>
<td>.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TWW</td>
<td>.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WSC</td>
<td>.84</td>
</tr>
</tbody>
</table>