

Supporting students in intervention with Star CBM

Curriculum-based measurement, or CBM, has become a common, well-accepted part of educational assessment practices in elementary and secondary classrooms for both screening and progress monitoring. CBM has distinguished itself as a psychometrically robust, practically efficient, and instructionally relevant tool for teachers to evaluate intervention and instruction in reading, mathematics, written expression, and a number of other content areas.

Renaissance conducted a CBM Field Test during the 2019-2020 school year to evaluate each of the available measures within today's Star CBM product. Students in each grade completed a variety of measures to give us information about what worked, and what was too hard or too easy to be useful at that level. We used these results to drive recommendations of where the typical student would be able to start assessing within Star CBM. We recommend a single measure at each grade for screening all students in Star CBM, however, if there are time or resource constraints, you may choose to screen/progress monitor fewer students, perhaps those about whom you have concerns or need more insight.

Student ↑	GL	Letter Naming Grade K	Letter Sounds Grades K - 1	Phoneme Segmentation Grades K - 1
Acevedo, Luisa	4	...	60	...
Casas, Lisa	4
Flores, Rebeca	K
Jackson, Lenon	1

Casas, Lisa

Start or Print Assessment ▶

Lisa has not been assessed on this measure.

To assess with a measure other than the one recommended, select "... " in the Star Record Book.

This screening recommendation provides educators with an option on where to get started. The screening recommendation is not a requirement within the software. Educators may choose to move to the left within the measure grid to assess with easier measures (or to the right for more challenging measures) outside of a student's current grade level. Note, in Passage Oral Reading, you will be able to select a lower or higher grade-level passage upon administration if desired.

Star CBM Reading

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Lisa Casas

Passage Oral Reading

i One-minute assessment where the student demonstrates comprehension, and is seen as a critical gain in reading skills and predictive

Passage Level: Grade 4

Select the grade level of the Passage Oral Reading form you would like to administer prior to selecting Online, Mixed, or Print administration format.

Any K-12 student can be assessed with any of the Star CBM measures. If the student's grade level doesn't match the grade level for which the measure was normed, we do not provide a benchmark color classification. Students will receive a gray color instead but still receive a CPM (Correct Per Minute Score). For example, a 3rd grade student could take the Letter Sounds measure and receive a CPM score, but not a benchmark classification.

When in the CBM Assessments tab of the Star Record Book, scores with benchmarks are shown on a background color that reflects the benchmark category; scores that don't have benchmarks for that grade are shown on a gray background. Since you still receive a Correct Per Minute Score regardless of grade level, you can leverage our [Star CBM Score and Benchmark Tables](#) to help identify student performance levels based on the normed scores for each grade. This will allow you to compare your student that is being tested in a measure out of grade level with intended-grade-level expectations. Our recommendation is to progress toward assessing with grade-level measures whenever possible. For more information on Star CBM measures and grade-level benchmarks, visit [Star CBM Screening Windows and Benchmarks](#).