

# Curriculum-Based Measurement (CBM) Word Identification Fluency Technical Manual

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*Special Education*

Dear Educator,

Thank you for your interest in the CBM Word Identification Fluency Test developed at Vanderbilt University. We are pleased to offer you this excerpt to review.

These pages from the Word Identification Fluency Test are provided as a courtesy to allow you to preview a representative sampling of the CBM Test. This excerpt includes the following:

1. Directions for administering the test
2. Directions for scoring the test
3. One practice Word Identification Fluency Test

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Thank you for your interest in Vanderbilt University's CBM Word Identification Fluency Tests.

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## Word Identification Fluency (WIF) Directions for Administration and Scoring

### Materials

1. Student copy of probes (in plastic: one list on the front, the other list on the back).
2. Examiner copy of probes (1 double-sided copy for each student)
3. Practice items.
4. Stopwatch.
5. Red or blue pen.

### Directions for Administration

1. Place the practice list in front of the child.
2. Use these instructions to explain the task:

***I'm going to show you a list of words. It will look like this*** (point to practice list) ***but it will have more words on it. When I say, "GO," you will read the words as quickly and correctly as you can. Start here*** (point to the first practice word) ***and go down the page*** (run your finger down the first column). ***If you don't know a word, just tell me and I'll tell you to try the next word. Keep reading until I say stop. Do you have any questions?***

***First we'll do these practice words*** (cover the second column of words). ***I'll say, "Go," and you'll read them as quickly as you can. Don't worry if you don't know all of them. You can point to each word so you don't lose your place. Ready? Go.***

Have student read practice words. If the student hesitates, prompt him/her by saying, "Go on" after two seconds. If the student is attempting to sound out the word, move on after five seconds by saying, "Go on." Do NOT correct mistakes.

***OK. I like how hard you're working. Now you'll read some more words. Remember to read quickly, and just tell me if you don't know a word.*** (Place student probe in front of the child. Place a blank sheet of paper over the probe so that only the first column is showing.) ***You can point to each word so you don't lose your place. Ready? Go.*** Start timer.

Move the blank sheet of paper across the page, column by column as the student reads. Remember to move the blank sheet over when the student reaches the last word in the column. Time the student for **1 minute**. If the student hesitates, prompt him/her by saying, "Go on" after two seconds. If the student is attempting to sound out the word, move on after five seconds by saying, "Go on." Do NOT correct mistakes. When 1 minute is up, say **"Stop"** and something positive.

Draw a line under the student's last response (after 1 minute).

If a student finishes the list before 1 minute, please write down the # of seconds it took for the student to complete the list. When calculating the score, "adjust" the score and circle the adjusted score.

Repeat procedures for the other word list. ***“Now we will do it one more time. Remember to read quickly, and just tell me if you don’t know a word. You can point to each word so you don’t lose your place. Ready? Go.”*** Start timer.

### Directions for Scoring

1. Score correct responses as a 1, incorrect responses as a 0. Record the score in the blank next to each word on the examiner form.
2. Add the total score and record it at the bottom of the examiner form.

Adjusting the score: # of words correct divided by the # of seconds. Then leave this # in the calculator, don’t round it. Multiply this number by 60. This # is the adjusted score.

## PRACTICE WORDS

### Practice List 1

of	always	story
on	does	south
from	need	half
all	light	held
some	almost	table
them	kind	miles
him	better	that's
may	name	women
down	several	town
called	living	english
our	across	green
used	really	surface
come	means	coming
still	able	ask
life	book	books
between	inside	warm
few	anything	

## Practice Words List

Student's Name: \_\_\_\_\_

Examiner's Initials: \_\_\_\_\_

Student's Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Score 1 for each correct response, 0 for each incorrect response

					Total Score	
of	_____	always	_____	story	_____	(_____)
on	_____	does	_____	south	_____	(_____)
from	_____	need	_____	half	_____	(_____)
all	_____	light	_____	held	_____	(_____)
some	_____	almost	_____	table	_____	(_____)
them	_____	kind	_____	miles	_____	(_____)
him	_____	better	_____	that's	_____	(_____)
may	_____	name	_____	women	_____	(_____)
down	_____	several	_____	town	_____	(_____)
called	_____	living	_____	english	_____	(_____)
our	_____	across	_____	green	_____	(_____)
used	_____	really	_____	surface	_____	(_____)
come	_____	means	_____	coming	_____	(_____)
still	_____	able	_____	ask	_____	(_____)
life	_____	book	_____	books	_____	(_____)
between	_____	inside	_____	warm	_____	(_____)
few	_____	anything	_____		_____	(_____)
	_____		_____		_____	(_____)

Total Score (\_\_\_\_\_)

Total Attempted (\_\_\_\_\_)