



The ABCs of CBM, First Edition: A Practical Guide to Curriculum-Based Measurement (Practical Intervention in the Schools)

By Michelle K. Hosp, John L. Hosp, Kenneth W. Howell

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This pragmatic, accessible book presents an empirically supported conceptual framework and hands-on instructions for conducting curriculum-based measurement (CBM) in grades K-8. The authors provide the tools needed to assess student learning in reading, spelling, writing, and math, and to graph the resulting data. The role of CBM in systematic instructional problem solving is explained. Every chapter includes helpful answers to frequently asked questions, and the appendices contain over 20 reproducible administration and scoring guides, forms, and planning checklists. The large-size format and lay-flat binding facilitate photocopying and day-to-day use.

See also *The ABCs of Curriculum-Based Evaluation: A Practical Guide to Effective Decision Making*, by John L. Hosp, Michelle K. Hosp, Kenneth W. Howell, and Randy Allison, which presents a broader problem-solving model that utilizes CBM.

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Editorial Review

Review

"Up to date, comprehensive, and practical. Contains useful forms and norms."--Terry Bontrager, PhD, Department of Counseling and School Psychology, University Of Massachusetts Boston

"This book is exactly what teachers need to get started using CBM or to refine and extend their current use. I would highly recommend this book to anyone who is interested in CBM. I have flagged several pages so that I can readily locate the information for future use."--Sharon Vaughn, PhD, Department of Special Education, University of Texas at Austin

"*The ABCs of CBM* is an excellent treatment of the nature and purposes of CBM, and provides resources for applying the approach across several academic skills areas. Progress monitoring and formative evaluation are increasingly important in general, remedial, and special education. I plan to adopt this book as a text for courses in assessment and academic intervention taught to undergraduate and graduate students."--Dan Reschly, PhD, Peabody College of Vanderbilt University

"This text provides a useful introduction to the nuts and bolts of CBM administration, interpretation, and application. It is a useful primer to support introductory coursework on CBM. The material is also relevant for field-based administrators, teachers, paraprofessionals, and school psychologists who are interested in a direct and nontechnical presentation of CBM."--Theodore J. Christ, PhD, School Psychology Program, University of Minnesota

"As a CBM trainer for almost 16 years, I can now throw out my handout packet entitled What's CBM and Why You and Your Students Need It and replace it with this powerful little (172 pages) gem for my graduate assessment class and for the Illinois school district personnel who call my office weekly asking about CBM." (*NASP Communiqué* 2006-12-14)

About the Author

Michelle K. Hosp, PhD, is a Research Associate in the Department of Special Education at the University of Utah. She earned her doctorate in education and human development from the Peabody College of Education at Vanderbilt University and her master's in school psychology from the Rochester Institute of Technology. Her research focus is on using curriculum-based measurement (CBM) to inform instruction in the area of reading. Dr. Hosp has been using CBM and conducting trainings for more than 10 years and is also a trainer for the National Center on Student Progress Monitoring.

John L. Hosp, PhD, is an Assistant Professor in the School of Teacher Education at Florida State University and Research Faculty at the Florida Center for Reading Research. He has a master's degree in school psychology from the Rochester Institute of Technology and a doctorate in education and human development from the Peabody College of Education at Vanderbilt University. His research interests include disproportionate representation of minority students in special education, aligning assessment with

intervention, and the design and implementation of response to intervention (RTI). Dr. Hosp has used CBM extensively in his own practice as a school psychologist and has trained educators in several states to use CBM and DIBELS.

Kenneth W. Howell, PhD, is a Professor in the Department of Special Education at Western Washington University. Dr. Howell has published extensively in the areas of curriculum-based evaluation (CBE), CBM, and evaluation. His primary areas of research interest are problem solving, RTI, CBE, CBM, and school violence. A former special education teacher and school psychologist, Dr. Howell is well known in both fields as a speaker and trainer.

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