

Written Expression

Curriculum-Based Measurement (WE-CBM)

Standard Directions for 3-Minute Administration

Select an appropriate story starter. Provide students with pencil and paper.

 “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 one minute to think about what you will write, and three 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? Put your pencils down and listen.”

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

Start Rule: Start your stopwatch *after you* read the story starter and allow one minute for students to “think” (monitor students so they do not begin writing)
After 30 seconds, say  “You should be thinking about ...(insert story starter)”

At the end of 1 minute, say  “Now begin writing.”
Restart your stopwatch for three minutes.

Monitoring: Monitor students’ participation. If students pause for 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.

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

End Rule: At the end of three 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.

Scoring Rules: See page two for TWW & CWS Scoring Rules

Scoring Rules: **Total Words Written (TWW)**
Kindergarten-2nd Grade

Underline *words* 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.

| | | | |
|--------------------|---------|---------------------|---------|
| <u>I tuk a baf</u> | TWW = 4 | <u>Son-in-law</u> | TWW = 3 |
| <u>TV</u> | TWW = 1 | <u>I won</u> \$100. | TWW = 3 |
| | | <u>I won</u> 100. | TWW = 2 |

Scoring Rules: **Correct Writing Sequences (CWS)**
3rd-5th Grade

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.

^The^sky^was^blue.^ ^It^was^pretty.^ CWS = 9

^The^sky^was blew.^ ^It^was^pretty.^ CWS = 7