

Sharing the Results
A Format for Reporting Action Research

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ABSTRACT

An action research project which examines the effectiveness of Curriculum Based Measurement tools and Precision Teaching tools to assist remediation efforts in Reading.

CLASSROOM PROBLEM

What tools can we use to help to remediate all children who have fallen behind in the area of Reading? What gains can they make from the use of the tools chosen?

RESEARCH PROCESS

The grade level that this particular data was collected was from an inclusive fourth grade classroom. The children who were chosen for remediation were children who score below the average scores for the Curriculum Based Measurement grade level screening as administered at the beginning of the school year. There were a total of eight children who were delegated to use the tools chosen.

The Curriculum Based Measurement tests were administered twice and the Precision Teaching tool was used three times a week using the Curriculum Based Measurement monitoring passages.

The assessments that were used were the Curriculum Based Measurement fourth grade screening tool. The skill addressed was fluency.

DATA COLLECTION AND ANALYSIS

When the fourth grade screenings for the Curriculum Based Measurement were administered, we set up the use of the Precision Teaching tool using the Curriculum Based Measurement monitoring passages.

For Student A, we began using the Level C or third grade monitoring passage to bring his scores up. He is currently reading on grade level in the fourth grade reading series, Open Court. Student B is a student who is far below grade level, and we used the Precision teaching book with the Dolch sight words in correlation with the Level A or first grade monitoring passages. Student D began on Level C, the third grade monitoring passages and is now currently in Level D close to completing the Open Court series with little or no accommodations in place. Student E began on Level A, the first grade monitoring

passages, and is currently on Level C and making gains. Student F began on Level A and is currently on Level C. He is working hard and needs some accommodations to see success in the Open Court series. Student G began using the Dolch sight words with the Precision Teaching tool. Then we began administering the Curriculum Based Measurement monitoring passages Level A. Student G is currently on Level B and is making tremendous gains in her fluency as well as her self-esteem. Student H moved from Level B to Level D. Student C increased from Level A to Level C. Student C is able to work successfully in the Open Court series with little accommodations.

	CBM		Words gained	PT		Words gained
	Pre	Post		Pre	Post	
<i>Student A</i>	54/4	71/2	17	76/2	98/0	22
<i>Student B</i>	14/10		3		48/4	38
<i>Student C</i>	25/6	57/4	32	74/2	99/3	25
<i>Student D</i>	52/4	72/2	21	40/3	98/1	58
<i>Student E</i>	25/11	50/4	25	42/5	99/0	57
<i>Student F</i>	38/8	47/4	9	49/5	96/2	47
<i>Student G</i>	24/11	40/7	13	56/6	88/2	32
<i>Student H</i>	43/6	54/2	11	66/2	85/1	19

PROFESSIONAL REFLECTION

The reasons we feel that the students made gains is primarily the use of the appropriate measuring tools, in correlation with exposure to the general education curriculum. The Open Court series has been used since August, as well as the use of the SRA Reading Mastery Plus series. Both of the series have been used to help engage the students in practicing phonemic awareness, vocabulary, comprehension, and especially fluency. We will continue the use of these tools.

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