

## ABSTRACT

### CURRICULUM-BASED MEASUREMENT AS A PREDICTOR FOR CALIFORNIA STANDARDS TESTS

Curriculum-Based Measurement (CBM) is used to assess and monitor reading, spelling, math, and written expression skills. One goal of reading CBM is to identify reading problems early and design effective interventions. The purpose of this study was to investigate the accuracy of CBM, specifically Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency (ORF), to predict state assessment scores in English-Language Arts for English Language Learners (ELL) and English Only (EO) students. DIBELS ORF scores of 212 third- through sixth-grade elementary school participants were compared to the California Standardized Testing and Reporting Program (STAR) English-Language Arts scores. Results showed that DIBELS was a good indicator of how a student will score on the STAR. DIBELS ORF scores for ELL students predicted scores on the state assessment in English-Language Arts. For EO students, DIBELS ORF scores predicted English-Language Arts scores for at-risk students, but not for low-risk students.

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