

ABSTRACT

USING READING CURRICULUM-BASED ASSESSMENT TO PREDICT PERFORMANCE ON THE CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

The current study examines the connection between curriculum-based assessment (CBA) results in reading given in the fall and Standardized Testing and Reporting (STAR) Program outcomes in the spring for 375 students in the second through fourth grades. Results indicate that reading CBA measures are predictive of STAR outcomes. Reading Fluency benchmarks predicted poor performance on the STAR 66 to 100% of the time based on grade level and satisfactory performance 75 to 92% of the time. Reading Comprehension benchmarks predicted poor performance on the STAR 42 to 75% of the time and satisfactory performance 75 to 94% of the time.

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