

THE EFFECTS OF USING PROGRESS MONITORING IN EARLY WRITING USING  
CURRICULUM-BASED MEASUREMENT

David D. Hampton

Dr. Erica S. Lembke, Thesis Supervisor

ABSTRACT

The purpose of this study was to examine the technical adequacy of progress monitoring assessments in early writing using curriculum-based measurement principles. The participants were 23 students in two first grade classrooms in a small elementary school in a medium sized city in the Midwest. The measures assessed include word copying, word dictation, sentence copying, and sentence dictation. Three minute samples were obtained and analyses were conducted for each minute increment, and were scored using two different methods, correct sequences, and correct minus incorrect sequences. We examined the alternate form reliability of the measures along with the criterion validity of the measures compared to the Test of Early Written Language-2 (TEWL-2), as well as with teacher perceptions of writing proficiency. Examination of the potential of the measures to be sensitive to growth over time was examined after the study's completion. The results are discussed in terms of technical adequacy, utility of the measures, and ability of the measures to serve as indicators of performance and progress early writing.