| Student Nam |   |
|-------------|---|
|             | ne  |
| School      | Grade Room  |
| CBM SU      | URVEY-LEVEL WRITING ASSESSMENTRESEARCH NORMS  6 NON-FLUENCY FLUENCY |
|             | 5 NON-FLUENCY FLUENCY   |
|             | NON ELUENCY STUDNOY   |
|             |   |
| RIMES       | 4- NON-FLOENCY FLOENCY  |
| : NORMS     | NON-FLUENCY FLUENCY   |
| ADE NORMS   | NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY                            |
| GRADE NORMS | 3 NON-FLUENCY FLUENCY 2 NON-FLUENCY FLUENCY                         |
| GRADE NORMS | NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY       |
| GRADE NORMS | NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY       |
| GRADE NORMS | NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY  NON-FLUENCY FLUENCY       |

Research norms from Mirkin, P.K., Deno, S.L., Fuchs, L., Wesson, C., Tindal, G., Marston, D., and Kuehnle, K. (1981) <u>Procedures to develop and monitor progress on IEP qoals</u>. Minneapolis: University of Minnesota, Institute for Research on Learning Disabilities.

**CBM Workshop Manual** 

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Appendix B-4