Curriculum-Based Measure

The Farm: A Language and Literacy Unit
(Sections One-Five)

Name__________________________        Date_____________________________

Materials Needed: Large mat with the farm picture
A card with a small red apple
Card with two circles
Card with a circle and a star
Cards with uppercase letters A-N
Cards with the hen, sheep, and cow
A book

Place a check (✓) by items answered correctly and a minus sign (–) by items answered incorrectly. Total the number correct at the end of each part of the measure.

Part One – Oral Language

1. The teacher lays out the farm mat and says:
   • Point to the barn. ______
   • Point to the tractor. ______
   • Point to something that looks like a square. ______
   • Point to something that looks like a rectangle. ______
   • Point to something that looks like a circle. ______
   • Point to something that looks like an oval. ______
   • [The teacher points to the chicken coop.] What is this? ______
   • [The teacher points to the meadow.] What is this? ______
   • [The teacher presents card with the apple.] Place the apple on the barn. ______
   • Place the apple over the barn. ______
   • Place the apple under the barn. ______
   • Point to something that is black. ______
   • Point to something that is brown. ______

2. The teacher lays out the card with two circles and the card with a circle and a star. The teacher says:
   • Point to the shapes that are the same. ______
   • Point to the shapes that are different. ______

Total Correct for Oral Language  ____/15
Part Two – Letter Recognition
1. The teacher lays out the letter cards in this order:
   
   A ___ C____ L____ B____ E____ G____ M____ 
   D____ H____ J____ F____ I____ K____ N____ 

2. With the letters in the same order, the teacher says:
   
   • Point to the letter that says /m/.

Total Correct for Letter Recognition: ___/15

Part Three – Phonological Awareness

1. I’ll say a word slowly and you tell me the word.
   
   /b/…/ar/…/n/ _____ 
   /p/…/ʃ/…/g/ _____ 
   /ʃ/…/e/…/p/ _____

2. The teacher lays out the cards of the hen, sheep, and cow. The teacher points to each card and the student names. The teacher asks the student to point to the card that rhymes with a target word. The teacher says, "Point to something whose name rhymes with:

   pen _____  then _____
   now _____  when _____
   keep _____  how _____
   plow _____  jeep _____
   wow _____  men _____
   jeep _____  sleep _____

Total Correct for Phonological Awareness: ___/15

Part Four – Concepts of Print
1. The teacher lays out a book on the table in front of the student and says:
   
   • Show me the front of the book.
   • Show me the back of the book.

2. The teacher opens the book and says:
   
   • Show me a picture.
   • Show me a word.
   • Show me the top of the page.

Total Correct for Concepts of Print: ___/5

Total Correct for CBM: ___/50

Recommendations for Instruction:
Curriculum-Based Measure

The Farm: A Language and Literacy Unit
(Sections Six-Eight)

Name _____________________________  Date________________________

Materials Needed: Small cards with sheep, horse, cow, pig, donkey, fox, moose, squirrel, wolf, beaver, squid, octopus, jellyfish, dolphin, whale, tiger, elephant, hippopotamus, rhinoceros, zebra
Cards 8-11 from the back of The Farm manual
Small cards with letters O-Z
Small cards with numbers 1-10
Small cards with the fish, duck, mouse, and bear
An index card with the word monkey written on it
An index card with the word snake written on it
An index card with the word dog written on it
An index card with the word bat written on it
An index card with the word buffalo written on it

Place a check (√) by items answered correctly and a minus sign (−) by items answered incorrectly. Total the number correct at the end of each part of the measure.

Part One – Oral Language

1. The teacher lays out animal cards listed this order. The teacher points to each animal and the student names it.
   cow_____ fox _____ moose_____ squid_____ octopus_____
   squirrel_____ jellyfish_____ wolf_____ dolphin_____ horse_____
   whale_____ tiger_____ donkey_____ elephant_____ pig_____
   zebra_____ hippopotamus_____ rhinoceros_____ sheep _____
   beaver_____

2. The teacher mixes up the small animal cards. The teacher lays out Cards 8, 9, 10, and 11. Look at each animal I give you. Place the farm animals here. [The teacher points to Card 8.] Place the forest animals here. [The teacher points to Card 9.] Place the ocean animals here. [The teacher points to Card 10.] Place the zoo animals here. [The teacher points to Card 11.]
   • Farm Animals: sheep _____ horse_____ cow______ pig _____
     donkey_____
   • Forest Animals: fox _____ moose_____ squirrel_____ wolf_____
     beaver_____
   • Ocean Animals: squid_____ octopus_____ jellyfish_____ 
     dolphin_____ whale_____
   • Zoo Animals: tiger_____ elephant_____ hippopotamus_____ 
     rhinoceros_____ zebra_____

Total Correct for Oral Language __/40
Part Two - Letter/Number Recognition

1. The teacher lays out the small letter cards in this order. The teacher points to a letter and student names the letter.

   O ___ W ___ U ___ P ___ Z ___ T ___
   Q ___ R ___ S ___ X ___ V ___ Y ___

2. With the letters in the same order, the teacher says:
   - Point to the letter that says /s/.
   - Point to the letter that says /t/.
   - Point to the letter that says /p/.

3. The teacher lays out the number cards in this order. The teacher points to a number and the student names the number

   2 ___ 10 ___ 3 ___ 9 ___ 1 ___
   8 ___ 5 ___ 6 ___ 4 ___ 7 ___

   Total Correct for Letter/Number Recognition ___/25

Part Three - Phonological Awareness

1. Listen: Many muddy monkeys make messy _______.
   (acceptable answer that begins with /m/.)
   Listen: Seven slender swans slowly sip _______.
   Listen: Brave brown bears buy _______.

2. The teacher lays out the small cards with the fish, duck, mouse, and bear. The teacher points to each picture and the student names. The teacher asks the student to point to the picture that rhymes with a target word. The teacher says, "Point to something whose name rhymes with:

   wish ______ truck ______
   luck ______ hair ______
   blouse ______ care ______
   chair ______ swish ______
   dish ______ pear ______
   house ______ buck ______

   Total Correct for Phonological Awareness ___/15
Part Four - Concepts of Print

1. The teacher lays the index cards. One card has *monkey* written on it. One card has *snake* written on it. One card has *dog* written on it. One card has *bat* written on it. One card has *buffalo* written on it. The teacher says:

   - On one of these cards is the word *monkey*. Point to the card that has the word *monkey*.
     
     [The teacher exaggerates the initial sound of the target words.]
     
     - Point to the card that has the word *bat*.
     
     - Point to the card that has the word *dog*.
     
     - Point to the card that has the word *snake*.
     
     - Point to the card that has the word *buffalo*.

Total Correct for Concepts of Print

Total Correct for CBM

Recommendations for Instruction: