RESPONSE TO THE USE OF CURRICULUM-BASED MEASURES
FOR THE PURPOSES OF TEACHER EVALUATION

Assessments are routinely developed and used for different purposes and can be characterized as formative or summative in nature. **Summative assessments** are primarily used to measure, at one point in time, the overall level of learning after instruction or school program success (Chappuis and Chappuis, 2008). Examples of summative assessments include final exams and state assessments. A more recent use of summative assessments involves teacher evaluation.

**Formative assessments** occur more frequently during the instructional process and provide insight into students’ strengths and needs as well as information on student progress over time. Curriculum based measurements (CBM) are a type of formative assessment that many schools are using as part of a prevention/intervention model commonly known as Response to Intervention (RTI). CBM’s are simple, efficient, administered/scored in a consistent manner, easily organized/communicated and sensitive to student progress over short incremental periods of time. These formative measures are used as: (1) screening/benchmark instruments for purposes of identifying children who may be at-risk and require additional instructional support, (2) progress monitoring tools for the purpose of determining a student’s response to supplemental instruction/intervention, and (3) outcome assessments which can yield information about program efficacy and student performance in relation to same-age peers.

Data gained from CBM’s used in universal screening/benchmark assessments, administered to **all** students during the fall, winter, and spring of each school year, may be appropriate for educator evaluation purposes to inform how a teacher or group of teachers has helped students to improve over the course of the school year. The data obtained from the use of CBM’s for **individual** progress monitoring purposes measures the effect of instructional support for students identified through the universal screening/benchmark assessments as requiring additional levels of support. The data supplied through progress
monitoring may not be appropriate for educator evaluation purposes since progress monitoring measures are not typically administered to all students.

Some CBM’s that are often used in conjunction with RTI processes have been reviewed by NYSED and identified as meeting the criteria necessary to be used for educator evaluation. Other assessments often used with RTI were either not submitted by vendors at the urging of districts, or were submitted and identified as not sufficient as part of a teacher's or principal's evaluation.

For more information on RTI, see: