Research has demonstrated that when teachers use curriculum-based measurement (CBM) to inform their instructional decision making, students learn more, teacher decision making improves, and students are more aware of their own performance (e.g., Fuchs, Deno, & Mirkin, 1984). CBM research, conducted over the past 30 years, has also shown CBM to be reliable and valid (e.g., Deno, 1985; Germann & Tindal, 1985; Marston, 1988; Shinn, 1989). The following is an annotated bibliography of selected CBM articles.

- Provides background on and illustrates the use of CBM in special education as an alternative to standardized tests and/or informal observation.

- Examines the effects of curriculum-based measurement on academic growth standards for students with learning disabilities (LDs) in the area of reading. The reading abilities of 638 learning disabled students in grades 1–6 were evaluated. Results show that rate-of-growth differences existed at first grade concerning students with learning disabilities and general education control students, but by fifth and sixth grades, a sharp drop in the learning slopes for general education control students resulted in virtually identical growth rates for the two groups. The observed reading progress was similar to results reported in several previous studies. Findings suggest that it is possible to set growth standards for both general and special education students using CBM.

- Reports a study that evaluated the short- and long-term effects of three variants of a case-by-case process for readying students to move successfully from resource rooms to regular classrooms for math instruction. Preparation for this transition included use of curriculum-based measurement and transenvironmental programming, each alone and in combination. Teachers using the more complex variants of the case-by-case process were more successful at moving students across settings and fostering greater math achievement and positive attitude change, especially while the students were still in special education. At 1-year follow-up, about half of the students either never were reintegrated or were moved to the mainstream temporarily, only to be returned to special education.


- Explains how CBM differs from most other forms of classroom-based assessment.


- Examines the importance of sampling testing material from the students’ instructional curricula; concludes that sampling from the curriculum is not essential; and proposes three features critical to ensure the instructional utility of measurement.


- Examines the effects of repeated curriculum-based measurement and evaluation. Data indicate that when CBM is implemented, teachers’ instructional decisions are influenced by students’ progress, instructional structure increases, and students are more aware of goals and progress.


- Summarizes the program of research conducted to explore CBM reading measures other than reading aloud.

- Explores the coordinated use of performance assessment and curriculum-based measurement to help teachers plan effective instruction.


- Summarizes a substantial portion of the research base on the technical features and instructional utility of CBM; and provides a framework for using CBM within a treatment validity approach to LD identification, within which students are identified for special education when their level of achievement and rate of improvement is substantially below that of classroom peers and when, despite intervention efforts, they remain resistant to treatment.


- Describes and critiques three classroom-based assessment models for monitoring student progress toward becoming competent readers.


- Summarizes research on CBM of math computation, math concepts and applications, and math problem solving.


- Summarizes research on curriculum-based measurement within four strands: studies demonstrating the psychometric tenability of CBM; work showing how teachers can use CBM to inform instructional planning; research examining CBM’s potential use in evaluating treatment effects; and work summarizing CBM’s contribution to identifying children who fail to profit from otherwise effective instruction.


- Summarizes the program of research conducted on computer applications for CBM.
- Summarizes the program of research conducted on expert systems used in conjunction with CBM to enhance teachers’ capacity to use classroom-based assessment to improve planning and increase student learning.

- Describes a research program conducted over the past 18 years to examine how CBM technology can be used to enhance implementation.

- Reports a study that examined general educators' specialized adaptation for students with learning disabilities, in conjunction with peer-assisted learning strategies and curriculum-based measurement. Findings revealed that (1) teachers who were provided with support to implement adaptations engaged differentially in specialized adaptation, and their thinking about how they planned for their students with LDs changed and (2) although some teachers implemented substantively important, individually tailored adjustments, others relied on adaptations that were uninventive and limited.

- Reports an experimental study contrasting CBM, CBM with expert systems, and standard treatment; results show the importance of helping teachers translate classroom-based assessment information via instructional consultation.

- Reports a study investigating the reliability and validity of a CBM system focused on the concepts and applications mathematics curriculum; results support the technical adequacy of the CBM graphed scores as well as the CBM diagnostic skills analysis.
- Reports normative information on CBM slopes in reading, spelling, and math expected for typically developing students.

- Describes recent efforts to develop a reading diagnostic analysis to be used in conjunction with CBM, for informing teachers how to refocus their instruction to address individual needs.

- Considers oral reading fluency as an indicator of overall reading competence. The authors examine theoretical arguments for supposing that oral reading fluency may reflect overall reading competence, review several studies substantiating this phenomenon, and provide a historical analysis of the extent to which oral reading fluency has been incorporated into measurement approaches during the past century.

- Reports development of a curriculum-based measurement problem-solving assessment system, reliability and validity data supporting use of that system, and effects of a study examining the effects of test-wiseness training on scores for low-, average-, and high-performing students.

- Reports a study that examined the effects of a task-focused goals (TFG) treatment in mathematics, using curriculum-based measurement. CBM students reported enjoying and benefiting from CBM, chose more challenging and a greater variety of learning topics, and increased their effort differentially. Increased effort, however, was associated with greater learning only for low achievers in TFG without learning disabilities.

- Reports the findings of a study examining teachers’ use of a curriculum-based measurement problem-solving system. Teachers were assigned randomly to CBM or control conditions; teachers administered and scored three performance assessments at monthly intervals and planned instruction in response to the assessment feedback. Teachers’ knowledge of performance assessment, their curricular focus, and their instructional plans were described. Outcomes on three types of problem-solving assessments for low-, average-, and high-performing students were assessed.


- Presents a direct and repeated measurement and evaluation system for developing effective educational programs. Describes a continuous database across all educational decisions, including initial problem selection, program planning, program implementation and evaluation, and program certification.


- Synthesizes key findings to assist in the translation of research into classroom practice. Provides guidelines for how effective instructional practices might be implemented, supported, and sustained in schools. Excerpts from a case study are presented to show how a research-based instructional approach translates into classroom practices in a local school district that tailors the approach to the realities of the local situation.


- Provides a rationale for collecting and using CBM data as well as providing specific guidelines for how to collect CBM data in reading, spelling, and math. Relying on the research conducted on CBM over the past 25 years, the authors define what CBM is and how it is different from curriculum-based assessment. Authors describe in detail how to monitor student growth within an instructional program using CBM data in reading, spelling, and math. Reasons teachers should collect and use CBM data are also discussed.

- Studies the impact of regular and special education on students with mild disabilities by analyzing their slope of improvement on weekly CBM reading scores. The data suggest that special education is a significant educational intervention and that CBM data provide a useful evaluation tool. Also provides an analysis of the instructional environment in both the regular and special education settings.


- Provides an overview of the math Peer Assisted Learning Strategies (PALS) methods for practitioners, with a brief summary of an efficacy study.


- Examines the importance of designing students’ programs based on individual progress-monitoring data, using curriculum-based measurement. Results indicate that students for whom teachers tailored instructional adjustments based on those students’ own CBM data performed significantly better on a global achievement test than did their peers whose instructional adjustments were not based on their own assessment data.