



CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES

Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure

Description: This report describes M-CBM (Mathematics Curriculum-Based Measurement) including a brief history, basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM.

Information Level: novice

Intended Audience for Internal Knowledge Development:

State: Grants, professional development

District: Planning, professional development

School: Planning, professional development

To expand RCC's capacity, this activity or resource:	
Helps the RCC help states plan or initiate a new state program, policy, or practice.	Information in this report can be used to enhance the development of grants that seek to support the research-based practices of M-CBM.
Helps the RCC enhance states' ability to address NCLB/*ESEA requirements.	It provides clear information on this research-based strategy that states can use in their decision making regarding supported practices in mathematics assessments.
Helps RCC improve states' ability to work with districts.	It provides an easily accessible document for knowledge building around M-CBM that can inform state, district and school professionals.
Enables the RCC to carry out its work more effectively.	It provides RCCs with clear direction to share with states about basic steps to implementing M-CBM and identifies resources for support in further developing knowledge on this topic.

Suggested Dissemination Strategies:

- Inform states of document and its purposes.
- Provide opportunity for follow up conference call to discuss document and its potential uses and benefits to the state.

*ESAE – Elementary and Secondary Education Act