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Buros-Nebraska Series on Measurement and Testing

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Preface

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Preface

This volume in the Buros-Nebraska Series on Measurement and Testing provides current information on the development and implementation of curriculum-based measurement. As the title of the volume suggests, effective measurement of children's classroom achievement is not a new problem. Curriculum-based measurement provides an interesting and useful alternative to traditional strategies for assessing academic performance.

This volume continues the tradition of including papers given at the annual Buros-Nebraska Symposium on Testing and Measurement as well as additional contributions selected especially for this book. Each of our authors has made significant contributions to the research that has been produced in the area of curriculum-based measurements.

Stan Deno provides an overview and analysis of curriculum-based measurement (CBM) in the introductory chapter. His paper was presented as the keynote address at the Buros-Nebraska symposium and provides basic information about the manner in which CBM procedures were developed and initially applied to school-based problems. Gerald Tindal analyzes CBM procedures according to nine criteria that have been used to evaluate measurement strategies. This chapter provides a thorough analysis of the technical properties of CBM procedures and a comparison of how CBM relates to other measurement procedures in regard to technical criteria.

Lynn Fuchs demonstrates how CBM can be used to both monitor academic progress *and* improve instructional programs. Her chapter examines the role of CBM within the larger, more complex instructional environment and she suggests specific applications for practitioners and consultants to consider. Ed Lentz and Jack Kramer look at CBM from the perspective of a behavioral model of assessment. A discussion of the basic tenets of the behavioral model is provided and suggestions for future research in curriculum-based approaches is examined.

Ed Shapiro provides a thorough analysis of the implications of CBM for psychoeducational practice. He makes clear his point of view on the value of the entire range of potential applications of curriculum-based assessment (CBA) procedures, "Use CBA." Finally, Mark Shinn and Roland Good conclude the volume with an assessment of the prognosis for the future of CBM. Their chapter provides a fitting summary of the potential benefits of the CBM approach.

Taken collectively, the contributors represent an impressive group of scholars. Their efforts have defined in large part, the curriculum-based measurement approach. The Buros Institute of Mental Measurements is grateful for their time, efforts, and perseverance in completion of this book.

Jack J. Kramer