Introduction

The Monitoring Basic Skills Progress (MBSP) Basic Math tests were created to allow teachers to use curriculum-based measurement (CBM) to monitor student progress in mathematics over the course of a school year. Development of the Basic Math monitoring procedures was based on the work of Deno and colleagues (e.g., Deno, 1985, 1986; Deno & Fuchs, 1987; Shinn, 1989). The distinguishing features of CBM are (a) its focus on measuring student proficiency on the long-term goal—that is, across the material to be mastered over the year rather than sequentially on a series of short-term instructional objectives—and (b) its reliance on a standardized set of measurement and evaluation procedures. These standardized procedures, which allow teachers to rely on directions for creating, administering, and using tests, have been researched over time and shown to be useful and technically adequate. (See Fuchs & Fuchs, 1998, for a summary of research.)

MBSP comprises two programs: (a) Basic Math Computation (addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals) for Grades 1–6 and (b) Basic Math Concepts and Applications (number concepts, names of numbers and vocabulary, measurement, charts and graphs, grid reading, areas and perimeters, fractions, decimals, and word problems) for Grades 2–6. The set of 30 tests within a grade level in each domain allows for weekly testing to monitor student progress over the course of the school year.

In accordance with the CBM model of measurement, every one of the 30 tests in a set is designed to be an alternate form of equivalent difficulty. In other words, the tests do not change in difficulty over the course of the school year. Therefore, a student's increasing scores over the school year reflect improvement in the student's ability to work the math problems at that grade level of the curriculum. Each test samples the same skills at the grade level but is also short enough to make weekly testing feasible.

This manual provides descriptions of the tests at each grade level in both domains: (a) Computation and (b) Concepts and Applications. In addition, it includes directions for administering the tests, directions for scoring the tests, and technical data about the tests. Answer keys for the tests are provided in the appendixes. The tests are provided on blackline masters in separate books.

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