

Allinder, R. M., & BeckBest, M. A. (1995). Differential effects of two approaches to supporting teachers' use of curriculum-based measurement. *School Psychology Review, 24*(2), 287-298.

Allinder, R. M., & Eicher, D. D. (1994). Bouncing back: Regression and recoupment among students with mild disabilities following summer break. *Special Services in the Schools, 8*(2), 129-142.

Allinder, R. M., & Oats, R. G. (1997). Effects of Acceptability on Teachers' Implementation of Curriculum-Based Measurement and Student Achievement in Mathematics Computation. *Remedial and Special Education, 18*(2), 113-120.

Allinder, R. M., & BeckBest, M. A. (1995). Differential effects of two approaches to supporting teachers' use of curriculum-based measurement. *School Psychology Review, 24*(2), 287-298.

Allinder, R. M., Bolling, R. M., Oats, R. G., & Gagnon, W. A. (2000). Effects of teacher self-monitoring implementation of curriculum-based measurement and mathematics computation achievement of students with disabilities. *Rase: Remedial & Special Education, 21*(4), 219-226.

Allinder, R. M., Dunse, L., Brunken, C. D., & Obermiller-Krolikowski, H. J. (2001). Improving fluency in at-risk readers and students with learning disabilities. *Remedial and Special Education, 22*(1), 48-54.

Allinder, R. M. (1993). Implications of Type of Metric on Regression Assessment. *Diagnostique, 18*(4), 295-304.

Allinder, R. M. (1996). When Some Is Not Better than None: Effects of Differential Implementation of Curriculum-Based Measurement. *Exceptional Children, 62*(6), 525-535.

Allinder, R. M. (1995). An Examination of the Relationship between Teacher Efficacy and Curriculum-Based Measurement and Student Achievement. *Remedial and Special Education, 16*(4), 247-254.

Allinder, R. M., & Eccarius, M. A. (1998). Exploring the technical adequacy of curriculum-based measurement in reading for children who use manually coded English. *Exceptional Children, 65*(2), 271-283.

Allinder, R. M., & Fuchs, L. S. (1994). Alternative ways of analyzing effects of a short school break on students with and without disabilities. *School Psychology Quarterly*, 9(2), 145-160.

Allinder, R. M., Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1992). Effects of summer break on math and spelling performance as a function of grade level. *Elementary School Journal*, 92(4), 451-460.

Allinder, R. M., & Swain, K. D. (1997). An Exploration of the Use of Curriculum-Based Measurement by Elementary Special Educators. *Diagnostique*, 23(2), 87-104.

Arthaud, T. J., Vasa, S. F., & Steckelberg, A. L. (2000). Reading Assessment and Instructional Practices in Special Education. *Diagnostique*, 25(3), 205-227.

Bagnato, S. J., & et al. (1986). Curriculum-Based Assessment for the Young Exceptional Child: Rationale and Review. *Topics in Early Childhood Special Education*, 6(2), 97-110.

Bain, S. K., & Garlock, J. W. (1992). Cross-Validation of Criterion-Related Validity for CBM Reading Passages. *Diagnostique*, 17(3), 202-208.

Baker, J. M. (1995). Inclusion in Washington: Educational Experiences of Students with Learning Disabilities in One Elementary School. *Journal of Special Education*, 29(2), 155-162.

Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. *Reading Research Quarterly*, 35(4), 494-519.

Baker, S. K., & Good, R. H. (1995). Curriculum-based measurement of English reading with bilingual Hispanic students: A validation study with second-grade students. *School Psychology Review*, 24(4), 561-578.

Bean, R. M., & Lane, S. (1990). Implementing Curriculum-Based Measures of Reading in an Adult Literacy Program. *Remedial and Special Education (RASE)*, 11(5), 39-46.

Bean, R. M., & Lane, S. (1990). Implementing Curriculum-Based Measures of Reading in an Adult Literacy Program. *Remedial and Special Education (RASE)*, 11(5), 39-46.

Bentz, J., & et al. (1990). Training General Education Pupils to Monitor Reading Using Curriculum-Based Measurement Procedures. *School Psychology Review*, 19(1), 23-32.

Bentz, J. L., & Fuchs, L. S. (1993). Teacher Judgment of Student Mastery of Math Skills. *Diagnostique*, 18(3), 219-232.

Bentz, J., & Pavri, S. (2000). Curriculum-based Measurement in Assessing Bilingual Students: A Promising New Direction. *Diagnostique*, 25(3), 229-248.

Bortz, M. (1999). Advanced Applications of Curriculum-Based Measurement (1998).(Review). *American Speech-Language-Hearing Association*, 4(9), 12.

Boston, C. (2002). The Concept of Formative Assessment. *Practical Assessment, Research & Evaluation* v8(9).

Morgan, S. K., & Bradleyjohnson, S. (1995). Technical Adequacy of Curriculum-Based Measurement for Braille Readers. *School Psychology Review*, 24(1), 94.

Bradley-Klug, K. L., Shapiro, E. S., Lutz, J., & DuPaul, G. J. (1998). Evaluation of oral reading rate as a curriculum-based measure within literature-based curriculum. *Journal of School Psychology*, 36(2), 183-197.

Bross, T. R. (1986). The Microcomputer-Based Science Laboratory. *Journal of Computers in Mathematics and Science Teaching*, 5(3), 16.

Brown-Chidsey, R., Davis, L., & Maya, C. (2003). Sources of variance in curriculum-based measures of silent reading. *Psychology in the Schools*, 40(4), 363-377.

Bryant, B. R., & Rivera, D. P. (1997). Educational Assessment of Mathematics Skills and Abilities. *Journal of Learning Disabilities*, 30(1), 57-68.

Burns, M. K. (2002). Comprehensive System of Assessment to Intervention Using Curriculum-Based Assessments. *Intervention in School and Clinic*, 38(1), 8-13.

Busch, T. W., & Espin, C. A. (2003). Using Curriculum-Based Measurement To Prevent Failure and Assess Learning in the Content Areas. *Assessment for Effective Intervention*, 28(3-4), 49-58.

Calhoun, M. B., & Fuchs, L. S. (2003). The Effects of Peer-Assisted Learning Strategies and Curriculum-Based Measurement on the Mathematics Performance of Secondary Students with Disabilities. *Remedial and Special Education*, 24(4), 235-245.

Case, L. P., Speece, D. L., & Molloy, D. E. (2003). The validity of a response-to-instruction paradigm to identify reading disabilities: A longitudinal analysis of individual differences and contextual factors. *School Psychology Review*, 32(4), 557-582.

Casey, A., & et al. (1988). Experimental Teaching: Changing Beliefs about Effective Instructional Practices. *Teacher Education and Special Education*, 11(3), 123-131.

Compton, D. L. (2000). Modeling the growth of decoding skills in first-grade children. *Scientific Studies of Reading*, 4(3), 219-259.

Cone, J. D. (1992). Accuracy and Curriculum-Based Measurement. *School Psychology Quarterly*, 7(1), 22-26.

Conte, K. L., & Hintze, J. M. (2000). The Effects of Performance Feedback and Goal Setting on Oral Reading Fluency within Curriculum-based Measurement. *Diagnostique*, 25(2), 85-98.

Crawford, L., Tindal, G., & Stieber, S. (2001). Using oral reading rate to predict student performance on statewide achievement tests. *Educational Assessment*, 7(4), 303-323.

Crouse, J., & Trusheim, D. (1988). *The Case Against the SAT*. *Public Interest*(93), 97-110.

Daly III, E. J., Martens, B. K., Kilmer, A., & Massie, D. R. (1996). The effects of instructional match and content overlap on generalized reading performance. *Journal of Applied Behavior Analysis*, 29(4), 507-518.

Davis, L. B., Fuchs, L. S., Fuchs, D., & Whinnery, K. (1995). "Will CBM Help Me Learn?" Students' Perception of the Benefits of Curriculum-Based Measurement. *Education and Treatment of Children*, 18(1), 19-32.

Deno, S. L. (2003). Developments in curriculum-based measurement. *Journal of Special Education*, 37(3), 184-192.

Deno, S. L., Fuchs, L. S., Marston, D., & Shin, J. (2001). Using Curriculum-Based Measurement To Establish Growth Standards for Students with Learning Disabilities. *School Psychology Review*, 30(4), 507-524.

Deno, S. (1992). The Nature and Development of Curriculum-Based Measurement. *Preventing School Failure*, 36(2), 5-10.

Deno, S. L. (2003). Curriculum-Based Measures: Development and Perspectives. *Assessment for Effective Intervention*, 28(3-4), 3-12.

Deno, S. L., & et al. (1987). Curriculum-Based Measurement, Program Development, Graphing Performance and Increasing Efficiency. *Teaching Exceptional Children*, 20(1), 41-47.

Deno, S. L. (1986). Formative Evaluation of Individual Student Programs: A New Role for School Psychologists. *School Psychology Review*, 15(3), 358-374.

Deno, S. L., Marston, D., & Tindal, G. (1985). Direct and frequent curriculum-based measurement: An alternative for educational decision making. *Special Services in the Schools*, 2(2-3), 5-27.

Deno, S. L. (1985). Curriculum-Based Measurement: The Emerging Alternative. *Exceptional Children*, 52(3), 219-232.

Deno, S. L., & et al. (1982). Valid Measurement Procedures for Continuous Evaluation of Written Expression. *Exceptional Children Special Education and Pediatrics: A New Relationship*, 48(4), 368-371.

Deno, S. L., & Fuchs, L. S. (1987). Developing Curriculum-Based Measurement Systems for Data-Based Special Education Problem Solving. *Focus on Exceptional Children*, 19(8), 1-16.

Derr-Minneci, T. F., & Shapiro, E. S. (1992). Validating Curriculum-Based Measurement in Reading from a Behavioral Perspective. *School Psychology Quarterly*, 7(1), 2-16.

Dunn, E. K., & Eckert, T. L. (2002). Curriculum-Based Measurement in Reading: A Comparison of Similar versus Challenging Material. *School Psychology Quarterly*, 17(1), 24-46.

Elliott, J., Lee, S. W., & Tollefson, N. (2001). A reliability and validity study of the dynamic indicators of basic early literacy skills-modified. *School Psychology Review*, 30(1), 33-49.

Elliott, S. N., & Fuchs, L. S. (1997). The Utility of Curriculum-Based Measurement and Performance Assessment as Alternatives to Traditional Intelligence and Achievement Tests. *School Psychology Review*, 26(2), 224-233.

Epstein, M. H., Polloway, E. A., & Patton, J. R. (1988). Academic achievement probes: Reliability of measures for students with mild mental retardation. *Special Services in the Schools*, 5(1-2), 23-31.

Espin, C. A., Busch, T. W., Shin, J., & Kruschwitz, R. (2001). Curriculum-based Measurement in the Content Areas: Validity of Vocabulary-Matching as an Indicator of Performance in Social Studies. *Learning Disabilities: Research & Practice*, 16(3), 142-151.

Espin, C., Shin, J., Deno, S. L., Skare, S., Robinson, S., & Benner, B. (2000). Identifying Indicators of Written Expression Proficiency for Middle School Students. *Journal of Special Education*, 34(3), 140-153.

Espin, C. A., & Foegen, A. (1996). Validity of general outcome measures for predicting secondary students' performance on content-area tasks. *Exceptional Children, 62*(6), 497-514.

Espin, C. A., & Deno, S. L. (1994). Curriculum-based measures for secondary students: Utility and task specificity and vocabulary measures for predicting performance on content-area tasks. *Diagnostique, 20*(1-4), 121-142.

Espin, C. A., Scierka, B. J., Skare, S., & Halverson, N. (1999). Criterion-related validity of curriculum-based measures in writing for secondary school students. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 15*(1), 5-27.

Evans-Hampton, T. N., Skinner, C. H., Henington, C., Sims, S., & McDaniel, C. (2002). An investigation of situational bias: Conspicuous and covert timing during curriculum-based measurement of mathematics across African American and Caucasian students. *School Psychology Review, 31*(4), 529-539.

Faykus, S. P., & McCurdy, B. L. (1998). Evaluating the Sensitivity of the Maze as an Index of Reading Proficiency for Students Who Are Severely Deficient in Reading. *Education and Treatment of Children, 21*(1), 1-21.

Feinberg, A. B., & Shapiro, E. S. (2003). Accuracy of teacher judgments in predicting oral reading fluency. *School Psychology Quarterly, 18*(1), 52-65.

Ferguson, C. L., Jr., & Fuchs, L. S. (1991). Scoring Accuracy within Curriculum-Based Measurement: A Comparison of Teachers and Microcomputer Applications. *Journal of Special Education Technology, 11*(1), 26-32.

Fewster, S., & MacMillan, P. D. (2002). School-Based Evidence for the Validity of Curriculum-Based Measurement of Reading and Writing. *Remedial and Special Education, 23*(3), 149-156.

Fiala, C. L., & Sheridan, S. M. (2003). Parent Involvement and Reading: Using Curriculum-Based Measurement to Assess the Effects of Paired Reading. *Psychology in the Schools, 40*(6), 613-626.

Foegen, A., & Deno, S. L. (2001). Identifying growth indicators for low-achieving students in middle school mathematics. *Journal of Special Education, 35*(1), 4-16.

Foegen, A. (2000). Technical Adequacy of General Outcome Measures for Middle School Mathematics. *Diagnostique*, 25(3), 175-203.

Foegen, A., & Deno, S. L. (2001). Identifying growth indicators for low-achieving students in middle school mathematics. *Journal of Special Education*, 35(1), 4-16.

Foegen, A., Espin, C. A., Allinder, R. M., & Markell, M. A. (2001). Translating Research into Practice: Preservice Teachers' Beliefs about Curriculum-based Measurement. *Journal of Special Education*, 34(4), 226-236.

Frank, A. R., & Gerken, K. C. (1990). Case Studies in Curriculum-Based Measurement. *Education and Training in Mental Retardation*, 25(2), 113-119.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Allinder, R. M. (1991). Effects of Expert System Advice within Curriculum-Based Measurement in Teacher Planning and Student Achievement in Spelling. *School Psychology Review*, 20(1), 49-66.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Walz, L. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27-48.

Fuchs, L. S., Fuchs, D., Phillips, N. B., Hamlett, C. L., & et al. (1995). Acquisition and transfer effects of classwide peer-assisted learning strategies in mathematics for students with varying learning histories. *School Psychology Review*, 24(4), 604-620.

Fuchs, D., & Fuchs, L. S. (1995). Whats Special About Special-Education. *Phi Delta Kappan*, 76(7), 522-530.

Fuchs, D., Fuchs, L. S., & Fernstrom, P. (1993). A Conservative Approach to Special Education Reform: Mainstreaming through Transenvironmental Programming and Curriculum-Based Measurement. *American Educational Research Journal*, 30(1), 149-177.

Fuchs, D., & et al. (1992). Case-by-Case Reintegration of Students with Learning Disabilities. *Elementary School Journal*, 92(3), 261-282.



Fuchs, D. (1996). Educational Intervention and Students with Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 7(2), 63-67.

Fuchs, D., & et al. (1992). Vaulting Barriers to Mainstreaming with Curriculum-Based Measurement and Transenvironmental Programming. *Preventing School Failure*, 36(2), 34-38.

uchs, D., Roberts, P. H., Fuchs, L. S., & Bowers, J. (1996). Reintegrating Students with Learning Disabilities into the Mainstream: A Two-Year Study. *Learning Disabilities Research and Practice*, 11(4), 214-229.

Fuchs, D., & Fuchs, L. S. (1995). Whats Special About Special-Education. *Phi Delta Kappan*, 76(7), 522-530.

Fuchs, D., Roberts, P. H., Fuchs, L. S., & Bowers, J. (1996). Reintegrating Students with Learning Disabilities into the Mainstream: A Two-Year Study. *Learning Disabilities Research and Practice*, 11(4), 214-229.

Fuchs, D., Fuchs, L. S., & Fernstrom, P. (1993). A Conservative Approach to Special Education Reform: Mainstreaming through Transenvironmental Programming and Curriculum-Based Measurement. *American Educational Research Journal*, 30(1), 149-177.

Fuchs, L. S., & Fuchs, D. (2001). Principles for sustaining research-based practice in the schools: A case study. *Focus on Exceptional Children*, 33(6), 1-14.

Fuchs, L. S., & Fuchs, D. (1999). Monitoring student progress toward the development of reading competence: A review of three forms of classroom-based assessment. *School Psychology Review*, 28(4), 659-671.

Fuchs, L. S., & Fuchs, D. (1997). Use of Curriculum-Based Measurement in Identifying Students with Disabilities. *Focus on Exceptional Children*, 30(3), 1-16.

Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1994). Strengthening the Connection between Assessment and Instructional Planning with Expert Systems. *Exceptional Children*, 61(2), 138-146.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., & et al. (1995). General educators' specialized adaptation for students with learning disabilities. *Exceptional Children*, 61(5), 440-459.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., Karns, K., & Dutka, S. (1997). Enhancing students' helping behavior during peer-mediated instruction with conceptual mathematical explanations. *Elementary School Journal*, 97(3), 223-249.

Fuchs, L. S., Fuchs, D., Karns, K., Hamlett, C. L., Katzaroff, M., & Dutka, S. (1997). Effects of task-focused goals on low-achieving students with and without learning disabilities. *American Educational Research Journal*, 34(3), 513-543.

Fuchs, L. S., Fuchs, D., & Speece, D. L. (2002). Treatment validity as a unifying construct for identifying learning disabilities. *Learning Disability Quarterly*, 25(1), 33-45.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Allinder, R. M. (1989). The Reliability and Validity of Skills Analysis within Curriculum-Based Measurement. *Diagnostique*, 14(4), 203-221.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., & et al. (1994). Classwide curriculum-based measurement: Helping general educators meet the challenge of student diversity. *Exceptional Children*, 60(6), 518-537.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Ferguson, C. (1992). Effects of Expert System Consultation within Curriculum-Based Measurement, Using a Reading Maze Task. *Exceptional Children*, 58(5), 436-450.

Fuchs, L. S., & et al. (1990). An Analysis of Spelling Curricula and Teachers' Skills in Identifying Error Types. *Remedial and Special Education (RASE)*, 11(1), 42-52.

Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The Effects of Frequent Curriculum-Based Measurement and Evaluation on Pedagogy, Student Achievement, and Student Awareness of Learning. *American Educational Research Journal*, 21(2), 449-460.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Thompson, A., Roberts, P. H., Kubek, P., et al. (1994). Technical Features of a Mathematics Concepts and Applications Curriculum-Based Measurement System. *Diagnostique*, 19(4), 23-49.

Fuchs, L. S., Hamlett, C. L., & Stecker, P. M. (1991). Effects of Curriculum-Based Measurement and Consultation on Teacher Planning and Student Achievement in Mathematics Operations. *American Educational Research Journal*, 28(3), 617-641.

Fuchs, L. S., Butterworth, J. R., & Fuchs, D. (1989). Effects of Ongoing Curriculum-Based Measurement on Student Awareness of Goals and Progress. *Education and Treatment of Children*, 12(1), 63-72.

Fuchs, L. S., & et al. (1989). Effects of Instrumental Use of Curriculum-Based Measurement to Enhance Instructional Programs. *Remedial and Special Education (RASE)*, 10(2), 43-52.

Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1989). Computers and curriculum-based measurement: Effects of teacher feedback systems. *School Psychology Review*, 18(1), 112-125.

Fuchs, L. S., Fuchs, D., & Stecker, P. M. (1989). Effects of Curriculum-Based Measurement on Teachers' Instructional Planning. *Journal of Learning Disabilities*, 22(1), 51-59.

Fuchs, L. S., Hamlett, C. L., Fuchs, L. S., Stecker, P. M., & Ferguson, C. (1988). Conducting Curriculum-Based Measurement with Computerized Data Collection: Effects on Efficiency and Teacher Satisfaction. *Journal of Special Education Technology*, 9(2), 73-86.

Fuchs, L. S., & et al. (1993). Technological Advances Linking the Assessment of Students' Academic Proficiency to Instructional Planning. *Journal of Special Education Technology*, 12(1), 49-62.

Fuchs, L. S., Fuchs, D., Bishop, N., & Hamlett, C. L. (1992). Classwide Decision-Making Strategies with Curriculum-Based Measurement. *Diagnostique*, 18(1), 39-52.

Fuchs, L. S. (1992). Classwide Decisionmaking with Computerized Curriculum-Based Measurement. *Preventing School Failure*, 36(2), 30-33.

Fuchs, L. S., & et al. (1992). Computer Applications to Facilitate Curriculum-Based Measurement. *Teaching Exceptional Children*, 24(4), 58-60.

Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1990). Curriculum-Based Measurement: A Standardized Long-Term Goal Approach to Monitoring Student Progress. *Academic Therapy, 25*(5), 615-632.

Fuchs, L. S., Fuchs, D., & Hamlett, C. L. (1989). Effects of Alternative Goal Structures within Curriculum-Based Measurement. *Exceptional Children, 55*(5), 429-438.

Fuchs, L. S., Fuchs, D., & Bishop, N. (1992). Teacher planning for students with learning disabilities: Differences between general and special educators. *Learning Disabilities Research & Practice, 7*(3), 120-128.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Whinnery, K. (1991). Effects of Goal Line Feedback on Level, Slope, and Stability of Performance within Curriculum-Based Measurement. *Learning Disabilities Research and Practice, 6*(2), 66-74.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Allinder, R. M. (1991). The contribution of skills analysis to curriculum-based measurement in spelling. *Exceptional Children, 57*(5), 443-452.

Fuchs, L. S., & Deno, S. L. (1994). Must Instructionally Useful Performance Assessment Be Based in the Curriculum? *Exceptional Children, 61*(1), 15-24.

Fuchs, L. S., & Deno, S. L. (1991). Effects of curriculum within curriculum-based measurement. *Exceptional Children, 58*(3), 232-243.

Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic Distinctions between Instructionally Relevant Measurement Models. *Exceptional Children, 57*(6), 488-499.

Fuchs, L. S., & Fuchs, D. (1993). Effects of Systematic Observation and Feedback on Teachers' Implementation of Curriculum-Based Measurement. *Teacher Education and Special Education, 16*(2), 178-187.

Fuchs, L. S., & Fuchs, D. (2002). Curriculum-Based Measurement: Describing Competence, Enhancing Outcomes, Evaluating Treatment Effects, and Identifying Treatment Nonresponders. *Peabody Journal of Education, 77*(2), 64-84.

Fuchs, L. S., & Fuchs, D. (2001). Computer Applications to Curriculum-based Measurement. *Special Services in the Schools*, 17(1-2), 1-14.

Fuchs, L. S., & Fuchs, D. (1998). Building a Bridge across the Canyon. *Learning Disability Quarterly*, 21(1), 99-101.

Fuchs, L. S., & Fuchs, D. (1996). Combining Performance Assessment and Curriculum-Based Measurement to Strengthen Instructional Planning. *Learning Disabilities Research and Practice*, 11(3), 183-192.

Fuchs, L. S., & Fuchs, D. (1992). Identifying a Measure for Monitoring Student Reading Progress. *School Psychology Review*, 21(1), 45-58.

Fuchs, L. S., & Fuchs, D. (1991). Curriculum-Based Measurements: Current Applications and Future Directions. *Preventing School Failure*, 35(3), 6-11.

Fuchs, L. S., & Fuchs, D. (1988). Curriculum-Based Measurement: A Methodology for Evaluating and Improving Student Programs. *Diagnostique*, 14(1), 3-13.

Fuchs, L. S., & Fuchs, D. (1989). Enhancing curriculum-based measurement through computer applications: Review of research and practice. *School Psychology Review*, 18(3), 317-327.

Fuchs, L. S., Fuchs, D., Eaton, S. B., & Karns, K. M. (2000). Supplementing Teacher Judgments of Mathematics Test Accommodations with Objective Data Sources. *School Psychology Review*, 29(1), 65-85.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1990). The role of skills analysis in curriculum-based measurement in math. *School Psychology Review*, 19(1), 6-22.

Fuchs, L. S., Fuchs, D., Hosp, M. K., & Hamlett, C. L. (2003). The Potential for Diagnostic Analysis within Curriculum-Based Measurement. *Assessment for Effective Intervention*, 28(3-4), 13-22.

Gable, R. A., & et al. (1990). Curriculum-Based Measurement of Oral Reading: Linking Assessment and Instruction. *Preventing School Failure, 35*(1), 37-42.

Galagan, J. E. (1985). Psychoeducational testing: Turn out the lights, the party's over. *Exceptional Children, 52*(3), 288-299.

Gansle, K. A., Noell, G. H., VanDerHeyden, A. M., Naquin, G. M., & Slider, N. J. (2002). Moving beyond total words written: The reliability, criterion validity, and time cost of alternate measures for curriculum-based measurement in writing. *School Psychology Review, 31*(4), 477-497.

Gansle, K. A., Noell, G. H., Vanderheyden, A. M., Slider, N. J., Hoffpauir, L. D., Whitmarsh, E. L., et al. (2004). An examination of the criterion validity and sensitivity to brief intervention of alternate curriculum-based measures of writing skill. *Psychology in the Schools, 41*(3), 291-300.

Germann, G., & Tindal, G. (1985). An Application of Curriculum-Based Assessment: The Use of Direct and Repeated Measurement. *Exceptional Children, 52*(3), 244-265.

Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1997). What we know about using research findings: Implications for improving special education practice. *Journal of Learning Disabilities, 30*(5), 466-476.

Glor-Scheib, S., & Zigmond, N. (1993). Exploring the Potential Motivational Properties of Curriculum-Based Measurement in Reading among Middle School Students with Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal, 4*(2), 35-43.

Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review, 27*(1), 45-56.

Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5*(3), 257-288.

Good, R. H., & Shinn, M. R. (1990). Forecasting accuracy of slope estimates for reading curriculum-based measurement: Empirical evidence. *Behavioral Assessment, 12*(2), 179-193.

Good, R. H. I., & Kaminski, R. A. (1996). Assessment for instructional decisions: Toward a proactive/prevention model of decision-making for early literacy skills. *School Psychology Quarterly, 11*(4), 326-336.

Graham, S. (1999). Handwriting and spelling instruction for students with learning disabilities: A review. *Learning Disability Quarterly, 22*(2), 78-98.

Green, S. K. (2001). Use of CBM Oral Reading in the General Education Classroom. *Assessment for Effective Intervention, 26*(3), 1-13.

Greenwood, C. R., Tapia, Y., Abbott, M., & Walton, C. (2003). A building-based case study of evidence-based literacy practices: Implementation, reading behavior, and growth in reading fluency, K-4. *Journal of Special Education, 37*(2), 95-110.

Gulley, V., & Northrup, J. (1997). Comprehensive school-based behavioral assessment of the effects of methylphenidate. *Journal of Applied Behavior Analysis, 30*(4), 627-638.

Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *Journal of Special Education, 36*(2), 69-79.

Haertel, E. H. (1999). Performance Assessment and Educational Reform. *Phi Delta Kappan, 80*(9), 662-666.

Hamilton, C., & Shinn, M. R. (2003). Characteristics of word callers: An investigation of the accuracy of teachers' judgments of reading comprehension and oral reading skills. *School Psychology Review, 32*(2), 228.

Harrington, W., & Enberg, M. L. (1978). Developing Competencies: Questions and Consequences. *Journal of Physical Education and Recreation, 49*(9), 52.

Hartman, J. M., & Fuller, M. L. (1997). The Development of Curriculum-Based Measurement Norms in Literature-Based Classrooms. *Journal of School Psychology, 35*(4), 377-389.

Hasbrouck, J. E., & Tindal, G. (1992). Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 through 5. *Teaching Exceptional Children, 24*(3), 41-44.

Hasbrouck, J. E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One Teacher's Use of Curriculum-Based Measurement: A Changed Opinion. *Learning Disabilities Research and Practice, 14*(2), 118-126.

Helwig, R., Anderson, L., & Tindal, G. (2002). Using a Concept-Grounded, Curriculum-Based Measure in Mathematics To Predict Statewide Test Scores for Middle School Students with LD. *Journal of Special Education, 36*(2), 102-112.

Helwig, R., & Tindal, G. (2002). Using General Outcome Measures in Mathematics To Measure Adequate Yearly Progress as Mandated by Title I. *Assessment for Effective Intervention, 28*(1), 9-18.

Heshusius, L. (1991). Curriculum-Based Assessment and Direct Instruction: Critical Reflections on Fundamental Assumptions. *Exceptional Children, 57*(4), 315-328.

Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *Journal of Special Education, 36*(4), 186-205.

Hintze, J. M., Callahan, J. E., Matthews, W. J., Williams, S. A., & Tobin, K. G. (2002). Oral reading fluency and prediction of reading comprehension in African American and Caucasian elementary school children. *School Psychology Review, 31*(4), 540-553.

Hintze, J. M., Christ, T. J., & Keller, L. A. (2002). The Generalizability of CBM Survey-Level Mathematics Assessments: Just How Many Samples Do We Need? *School Psychology Review, 31*(4), 514-528.

Hintze, J. M., Daly, E. J., & Shapiro, E. S. (1998). An investigation of the effects of passage difficulty level on outcomes of oral reading fluency progress monitoring. *School Psychology Review, 27*(3), 433-445.

Hintze, J. M., Owen, S. V., Shapiro, E. S., & Daly, E. J. (2000). Generalizability of oral reading fluency measures: Application of G theory to curriculum-based measurement. *School Psychology Quarterly, 15*(1), 52-68.



Hintze, J. M., & Petite, H. A. P. (2001). The generalizability of CBM oral reading fluency measures across general and special education. *Journal of Psychoeducational Assessment, 19*(2), 158-170.

Hintze, J. M., & Shapiro, E. S. (1997). Curriculum-Based Measurement and Literature-Based Reading: Is Curriculum-Based Measurement Meeting the Needs of Changing Reading Curricula? *Journal of School Psychology, 35*(4), 351-375.

Hintze, J. M., Shapiro, E. S., Conte, K. L., & Basile, I. M. (1997). Oral Reading Fluency and Authentic Reading Material: Criterion Validity of the Technical Features of CBM Survey-Level Assessment. *School Psychology Review, 26*(4), 535-553.

Hintze, J. M., Shapiro, E. S., & Lutz, J. (1994). The effects of curriculum on the sensitivity of curriculum-based measurement in reading. *Journal of Special Education, 28*(2), 188-202.

Hintze, J. M., Ryan, A. L., & Stoner, G. (2003). Concurrent Validity and Diagnostic Accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing. *School Psychology Review, 32*(4), 541-556.

Hook, C. L., & DuPaul, G. J. (1999). Tutoring for students with attention-deficit/hyperactivity disorder: Effects on reading performance at home and school. *School Psychology Review, 28*(1), 60-75.

Hosp, M. K., & Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure, 48*(1), 10-17.

Howe, K. B., Scierka, B. J., Gibbons, K. A., & Silbergliitt, B. (2003). A Schoolwide Organization System for Raising Reading Achievement Using General Outcome Measures and Evidence-Based Instruction: One Education District's Experience. *Assessment for Effective Intervention, 28*(3-4), 59-71.

Howell, K. W. (1991). Curriculum-Based Evaluation: What You Think Is What You Get. *Diagnostique, 16*(4), 193-202.

Jacobs, H. L. (1988). Focus on Research: Of Birchrods and Percentiles. *Contemporary Education, 59*(3), 162-164.

Jenkins, J. R., Ronk, J., Schrag, J. A., Rude, G. G., & Stowitschek, C. (1994). Effects of Using School-Based Participatory Decision-Making to Improve Services of Low-Performing Students. *Elementary School Journal, 94*(3), 357-372.

Jochum, J., & Mason, N. (1996). Using Curriculum-Based Measurement of Reading in Whole Language Settings. *LD Forum, 21*(4), 21-24.

Kaminski, R. A., & Good, R. H. I. I. I. (1996). Toward a technology for assessing basic early literacy skills. *School Psychology Review, 25*(2), 215-227.

Karns, K., Fuchs, L. S., & Fuchs, D. (1995). Curriculum-Based Measurement: Facilitating Individualized Instruction and Accommodating Student Diversity. *LD Forum, 20*(2), 16-19.

Ketterlin-Geller, L. R., McCoy, J. D., Twyman, T., & Tindal, G. (2003). How Do Critical Thinking Measures Fit within Standards-Based Reform? *Assessment for Effective Intervention, 28*(3-4), 37-48.

King, J. A., & Evans, K. M. (1991). Can We Achieve Outcome-Based Education? *Educational Leadership, 49*(2), 73-75.

Knoff, H. M., & Dean, K. R. (1994). Curriculum-Based Measurement of at-Risk Students Reading-Skills - a Preliminary Investigation of Bias. *Psychological Reports, 75*(3), 1355-1360.

Knoff, H. M., & Dean, K. R. (1994). Curriculum-Based Measurement of at-Risk Students Reading-Skills - a Preliminary Investigation of Bias. *Psychological Reports, 75*(3), 1355-1360.

Knutson, N., & Shinn, M. R. (1991). Curriculum-Based Measurement: Conceptual Underpinnings and Integration into Problem-Solving Assessment. *Journal of School Psychology, 29*(4), 371-393.

Kranzler, J. H., Miller, M., & Jordan, L. (1999). An examination of racial/ethnic and gender bias on curriculum-based measurement of reading. *School Psychology Quarterly, 14*(3), 327-342.

Kranzler, J. H., Brownell, M. T., & Miller, M. (1998). The construct validity of curriculum-based measurement of reading: An empirical test of a plausible rival hypothesis. *Journal of School Psychology, 36*(4), 399-415.

Kranzler, J. H., Miller, M., & Jordan, L. (1999). An examination of racial/ethnic and gender bias on curriculum-based measurement of reading. *School Psychology Quarterly, 14*(3), 327-342.

Laczo, Z. (1987). The First Measurement of the Effectiveness of the Kodaly Concept in Hungary Using the Seashore-Test. *Bulletin of the Council for Research in Music Education*(91), 87.

Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). What is special about special education for students with emotional or behavioral disorders? *Journal of Special Education, 37*(3), 148-156.

Leathwood, C., & Phillips, D. (2000). Developing Curriculum Evaluation Research in Higher Education: Process, Politics and Practicalities. *Higher Education, 40*(3), 313-330.

Lembke, E., Deno, S. L., & Hall, K. (2003). Identifying an Indicator of Growth in Early Writing Proficiency for Elementary School Students. *Assessment for Effective Intervention, 28*(3-4), 23-35.

Lowenthal, B. (1998). Precursors of Learning Disabilities in the Inclusive Preschool. *Learning Disabilities: A Multidisciplinary Journal, 9*(2), 25-31.

Luze, G. J., Linebarger, D. L., Greenwood, C. R., Carta, J. J., Walker, D., Leitschuh, C., et al. (2001). Developing a general outcome measure of growth in the expressive communication of infants and toddlers. *School Psychology Review, 30*(3), 383-406.

MacMillan, P. (2000). Simultaneous Measurement of Reading Growth, Gender, and Relative-Age Effects: Many-Faceted Rasch Applied to CBM Reading Scores. *Journal of Applied Measurement, 1*(4), 393-408.

Madelaine, A., & Wheldall, K. (1999). Curriculum-Based Measurement of Reading: A Critical Review. *International Journal of Disability, Development and Education, 46*(1), 71-85.

Malecki, C. K., & Jewell, J. (2003). Developmental, Gender, and Practical Considerations in Scoring Curriculum-Based Measurement Writing Probes. *Psychology in the Schools, 40*(4), 379-390.

Markell, M. A., & Deno, S. L. (1997). Effects of increasing oral reading: Generalization across reading tasks. *Journal of Special Education, 31*(2), 233-250.

Marrs, H., & Patrick, C. (2002). A Return to Eye-Movement Training? An Evaluation of the Reading Plus Program. *Reading Psychology, 23* (4), 297-322.

Marston, D., Deno, S. L., Kim, D., Diment, K., & Rogers, D. (1995). Comparison of Reading Intervention Approaches for Students with Mild Disabilities. *Exceptional Children, 62*(1), 20-37.

Marston, D., Muyskens, P., Lau, M. Y.-Y., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice, 18*(3), 187-200.

Marston, D., & et al. (1984). Curriculum-Based Measurement: An Alternative to Traditional Screening, Referral, and Identification. *Journal of Special Education, 18*(2), 109-117.

Marston, D. (1987-1988). The effectiveness of special education: A time series analysis of reading performance in regular and special education settings. *The Journal of Special Education, 21*(4), 13-26.

Marston, D., & et al. (1992). Monitoring Pupil Progress in Reading. *Preventing School Failure, 36*(2), 21-25.

Marston, D., & Magnusson, D. (1985). Implementing Curriculum-Based Measurement in Special and Regular Education Settings. *Exceptional Children, 52*(3), 266-276.

Martens, B. K., Hiralall, A. S., & Bradley, T. A. (1997). A note to teacher: Improving student behavior through goal setting and feedback. *School Psychology Quarterly, 12*(1), 33-41.

Mathes, P. G., & et al. (1995). Accommodating Diversity through Peabody Classwide Peer Tutoring. *Intervention in School and Clinic*, 31(1), 46-50.

Mathes, P. G., Fuchs, D., Roberts, P. H., & Fuchs, L. S. (1998). Preparing students with special needs for reintegration: Curriculum-based measurement's impact on transenvironmental programming. *Journal of learning disabilities*, 31(6), 615-624.

McCloskey, D., & Schicke Athanasiou, M. (2000). Assessment and intervention practices with second-language learners among school psychologists. *Psychology in the Schools*, 37(3), 209-225.

McCullough, C. S. (1995). Using Computer-Technology to Monitor Student Progress and Remediate Reading Problems. *School Psychology Review*, 24(3), 426-439.

McCurdy, B. L., & Shapiro, E. S. (1992). A Comparison of Teacher-, Peer-, and Self-Monitoring with Curriculum-Based Measurement in Reading among Students with Learning Disabilities. *Journal of Special Education*, 26(2), 162-180.

McMaster, K., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2002). Monitoring the Academic Progress of Children Who Are Unresponsive to Generally Effective Early Reading Intervention. *Assessment for Effective Intervention*, 27(4), 23-33.

Mehrens, W. A., & Clarizio, H. F. (1993). Curriculum-Based Measurement: Conceptual and Psychometric Considerations. *Psychology in the Schools*, 30(3), 241-254.

Mehrens, W. A., & Phillips, S. E. (1986). Detecting Impacts of Curricular Differences in Achievement Test Data. *Journal of Educational Measurement*, 23(3), 185-196.

Meloy, L. L. (1999). Advanced applications of curriculum-based measurement. *Intervention in School and Clinic*, 34(3), 191-192.

Moxley, R. A. (1998). Treatment-Only Designs and Student Self-Recording as Strategies for Public School Teachers. *Education and Treatment of Children*, 21(1), 37-61.

Narayan, J., & Myreddi, V. (1996). A study on the utility of functional assessment for teachers of children with mental retardation. *International Journal of Rehabilitation Research, 19*(4), 333-339.

Nitko, A. J. (1995). Is the Curriculum a Reasonable Basis for Assessment Reform? *Educational Measurement: Issues and Practice, 14*(3), 5-10,35.

Nolet, V., & McLaughlin, M. (1997). Using CBM to Explore a Consequential Basis for the Validity of a State-Wide Performance Assessment. *Diagnostique, 22*(3), 146-163.

O'Connor, R. E. (1995). Transfer among Phonological Tasks in Kindergarten: Essential Instructional Content. *Journal of educational psychology, 87*(2), 202-217.

O'Shaughnessy, T. E., & Swanson, H. L. (2000). A comparison of two reading interventions for children with reading disabilities. *Journal of Learning Disabilities, 33*(3), 257-277.

Osigweh, C. A. B. (1986). A "Value-Added" Model of Measuring Performance. *College Teaching, 34*(1), 28-33.

Paulsen, K. J. (1997). Curriculum-Based Measurement: Translating Research into School-Based Practice. *Intervention in School and Clinic, 32*(3), 162-167.

Pemberton, J. B. (2003). Communicating Academic Progress as an Integral Part of Assessment. *TEACHING Exceptional Children, 35*(4), 16-20.

Peterson, J., & et al. (1985). Montevideo Individualized Prescriptive Instructional Management System. *Exceptional Children, 52*(3), 239-243.

Peterson, K. M. H., & Shinn, M. R. (2002). Severe discrepancy models: Which best explains school identification practices for learning disabilities? *School Psychology Review, 31*(4), 459-476.

Phillips, N. B., Fuchs, L. S., & Fuchs, D. (1994). Effects of classwide curriculum-based measurement and peer tutoring: A collaborative researcher-practitioner interview study. *Journal of Learning Disabilities, 27*(7), 420-434.

Phillips, N. B., Hamlett, C. L., Fuchs, L. S., & Fuchs, D. (1993). Combining classwide curriculum-based measurement and peer tutoring to help general educators provide adaptive education. *Learning Disabilities Research & Practice, 8*(3), 148-156.

Plasencia-Peinado, J., & Alvarado, J. L. (2001). Assessing Students with Emotional and Behavioral Disorders Using Curriculum-based Measurement. *Assessment for Effective Intervention, 26*(1), 59-66.

Popham, W. J. (1983). Measurement as an Instructional Catalyst. *New Directions for Testing and Measurement* (Measurement, Technology, and Individuality in Education: Proceedings of the 1982 ETS Invitational Conference)(17), 19-30.

Potter, M. L., & Wamre, H. M. (1990). Curriculum-Based Measurement and Developmental Reading Models: Opportunities for Cross-Validation. *Exceptional Children, 57*(1), 16-25.

Powell-Smith, K. A., Shinn, M. R., Stoner, G., & Good, R. H. (2000). Parent tutoring in reading using literature and curriculum materials: Impact on student reading achievement. *School Psychology Review, 29*(1), 5-27.

Powell-Smith, K. A., & Bradley-Klug, K. L. (2001). Another Look at the "C" in CBM: Does It Really Matter if Curriculum-based Measurement Reading Probes Are Curriculum-based? *Psychology in the Schools, 38*(4), 299-312.

Reece, J. L., Myers, C. L., Nofsinger, C. O., & Brown, R. D. (2000). Retention of Academic Skills over the Summer Months in Alternative and Traditional Calendar Schools. *Journal of Research and Development in Education, 33*(3), 166-174.

Rentoul, A. J., & Fraser, B. J. (1979). Conceptualization of Enquiry-Based or Open Classroom Learning Environments. *Journal of Curriculum Studies, 11*(3), 233-245.

Rivera, D. P. (1997). Mathematics education and students with learning disabilities: Introduction to the special series. *Journal of Learning Disabilities, 30*(1), 2-19.

Rivera, D. (1993). Performance, Authentic, and Portfolio Assessment: Emerging Alternative Assessment Options in Search of an Empirical Basis. *Diagnostique*, 18(4), 325-334.

Roberts, M. L., Turco, T. L., & Shapiro, E. S. (1991). Differential effects of fixed instructional ratios on students' progress in reading. *Journal of Psychoeducational Assessment*, 9(4), 308-318.

Rogers, D. C., Deno, S. L., & Markell, M. A. (2001). The Systematic Teaching and Recording Tactic (S.T.A.R.T.): A Generic Reading Strategy. *Intervention in School and Clinic*, 37(2), 96-100.

Roweton, W. E., Morgan, R., & Dittmar, L. (1995). Curriculum-based measurement: Assessing special children - Shinn,MR. *Psychology in the Schools*, 32(4), 334-335.

Saenz, L. M., & Fuchs, L. S. (2002). Examining the reading difficulty of secondary students with learning disabilities - Expository versus narrative text. *Remedial and Special Education*, 23(1), 31-41.

Sarvela, P. D., & Noonan, J. V. (1988). Testing and Computer-Based Instruction: Psychometric Considerations. *Educational Technology*, 28(5), 17-20.

Schloss, P. J. (1992). Mainstreaming Revisited. *Elementary School Journal*, 92(3), 233-244.

Schulte, A. C., Osborne, S. S., & Erchul, W. P. (1998). Effective special education: A United States dilemma. *School Psychology Review*, 27(1), 66-76.

Schulte, A. C., Osborne, S. S., & Erchul, W. P. (1998). Special education in the United States: Effective special education: A United States dilemma. *Educational & Child Psychology*, 15(1), 84-99.

Scott, V. G., & Weishaar, M. K. (2003). Curriculum-Based Measurement for Reading Progress. *Intervention in School and Clinic*, 38(3), 153-159.



Scovic, S. P. (1985). Some of Those Ideas We Mistook for Panaceas Deserve Another Chance. *American School Board Journal*, 172(7), 28-29.

Scruggs, T. E., & Mastropieri, M. A. (1994). Assessment of Students with Learning Disabilities: Current Issues and Future Directions. *Diagnostique*, 20(1-4), 17-31.

Self, H., Benning, A., Marston, D., & Magnusson, D. (1991). Cooperative Teaching Project: A model for students at risk. *Exceptional Children*, 58(1), 26-34.

Shapiro, E. S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review*, 29(4), 560-572.

Shapiro, E. S. (1990). An Integrated Model for Curriculum-Based Assessment. *School Psychology Review*, 19(3), 331-349.

Shepperd, J. A. (1993). Developing a Prediction Model to Reduce a Growing Number of Psychology Majors. *Teaching of Psychology*, 20(2), 97-101.

Sheridan, S. M., Welch, M., & Orme, S. F. (1996). Is consultation effective? A review of outcome research. *Remedial and Special Education*, 17(6), 341-354.

Shin, J., Deno, S. L., & Espin, C. (2000). Technical Adequacy of the Maze Task for Curriculum-based Measurement of Reading Growth. *Journal of Special Education*, 34(3), 164-172.

Shin, J., Deno, S. L., Robinson, S. L., & Marston, D. (2000). Predicting classroom achievement from active responding on a computer-based groupware system. *Remedial and Special Education*, 21(1), 53-60.

Shinn, M. R., PowellSmith, K. A., & Good, R. H. (1996). Evaluating the effects of responsible reintegration into general education for students with mild disabilities on a case-by-case basis. *School Psychology Review*, 25(4), 519-539.

Shinn, M. R., Habedank, L., Rodden-Nord, K., & Knutson, N. (1993). Using curriculum-based measurement to identify potential candidates for reintegration into general education. *Journal of Special Education, 27*(2), 202-221.

Shinn, M. R., Good, R. H., Knutson, N., Tilly, W., & et al. (1992). Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading. *School Psychology Review, 21*(3), 459-479.

Shinn, M. R., Gleason, M. M., & Tindal, G. (1989). Varying the difficulty of testing materials: Implications for curriculum-based measurement. *Journal of Special Education, 23*(2), 223-233.

Shinn, M. R. (1988). Development of curriculum-based local norms for use in special education decision-making. *School Psychology Review, 17*(1), 61-80.

Shinn, M. R. (1986). A Comparison of Differences between Students Labeled Learning Disabled and Low Achieving on Measures of Classroom Performance. *Journal of learning disabilities, 19*(9), 545-552.

Shinn, M. R., Baker, S., Habedank, L., & Good, R. H. (1993). The effects of classroom reading performance data on general education teachers' and parents' attitudes about reintegration. *Exceptionality, 4*(4), 205-228.

Shinn, M. R., Good, R. H., & Stein, S. (1989). Summarizing trend in student achievement: A comparison of methods. *School Psychology Review, 18*(3), 356-370.

Shinn, M. R., & Habedank, L. (1992). Curriculum-Based Measurement in Special Education Problem Identification and Certification Decisions. *Preventing School Failure, 36*(2), 11-15.

Shinn, M. R., & Hubbard, D. D. (1992). Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes. *Focus on Exceptional Children, 24*(5), 1-20.

Shinn, M. R., PowellSmith, K. A., Good, R. H., & Baker, S. (1997). The effects of reintegration into general education reading instruction for students with mild disabilities. *Exceptional Children, 64*(1), 59-79.

Shinn, M. R., Tindal, G. A., & Stein, S. (1988). Curriculum-based measurement and the identification of mildly handicapped students: A research review. *Professional School Psychology, 3*(1), 69-85.

Shinn, M., & Marston, D. (1985). Differentiating Mildly Handicapped, Low-Achieving, and Regular Education Students: A Curriculum-Based Approach. *Remedial and Special Education (RASE), 6*(2), 31-38.

Skiba, R. J., Deno, S. L., Marston, D., & Wesson, C. (1986). Characteristics of Time-Series Data Collected through Curriculum-Based Reading Measurement. *Diagnostique, 12*(1), 3-15.

Skiba, R. J., Deno, S. L., Marston, D., & Wesson, C. (1986). Characteristics of Time-Series Data Collected through Curriculum-Based Reading Measurement. *Diagnostique, 12*(1), 3-15.

Skinner, C. H., Belfiore, P. J., & Watson, T. S. (2002). Assessing the relative effects of interventions in students with mild disabilities: Assessing instructional time. *Journal of Psychoeducational Assessment, 20*(4), 346-357.

Sofie, C. A., & Riccio, C. A. (2002). A comparison of multiple methods for the identification of children with reading disabilities. *Journal of Learning Disabilities, 35*(3), 234-244.

Speece, D. L., & Case, L. P. (2001). Classification in context: An alternative approach to identifying early reading disability. *Journal of Educational Psychology, 93*(4), 735-749.

Speece, D. L., Mills, C., Ritchey, K. D., & Hillman, E. (2003). Initial Evidence that Letter Fluency Tasks Are Valid Indicators of Early Reading Skill. *Journal of Special Education, 36*(4), 223-233.

Stage, S. A. (2001). Program Evaluation Using Hierarchical Linear Modeling with Curriculum-based Measurement Reading Probes. *School Psychology Quarterly, 16*(1), 91-112.

Stage, S. A., & Jacobsen, M. D. (2001). Predicting student success on a state-mandated performance-based assessment using oral reading fluency. *School Psychology Review, 30*(3), 407-419.

Stage, S. A., Sheppard, J., Davidson, M. M., & Browning, M. M. (2001). Prediction of first-graders' growth in oral reading fluency using kindergarten letter fluency. *Journal of School Psychology, 39*(3), 225-237.

Stecker, P. M., & Fuchs, L. S. (2000). Effecting Superior Achievement Using Curriculum-based Measurement: The Importance of Individual Progress Monitoring. *Learning Disabilities: Research & Practice, 15*(3), 128-134.

Stoner, G., Carey, S. P., Ikeda, M. J., & Shinn, M. R. (1994). The utility of curriculum-based measurement for evaluating the effects of methylphenidate on academic performance. *Journal of Applied Behavior Analysis, 27*(1), 101-113.

Stoner, G. (1992). Validating Curriculum-Based Measurement: Essential Concerns from a Behavioral Perspective. *School Psychology Quarterly, 7*(1), 17-21.

Stoner, G., Scarpati, S. E., Phaneuf, R. L., & Hintze, J. M. (2002). Using Curriculum-Based Measurement To Evaluate Intervention Efficacy. *Child & Family Behavior Therapy, 24*(1-2), 101-112.

Swain, K. D., & Allinder, R. M. (1996). The Effects of Repeated Reading on Two Types of CBM: Computer Maze and Oral Reading with Second-Grade Students with Learning Disabilities. *Diagnostique, 21*(2), 51-66.

Thurber, R. S., Shinn, M. R., & Smolkowski, K. (2002). What Is Measured in Mathematics Tests? Construct Validity of Curriculum-Based Mathematics Measures. *School Psychology Review, 31*(4), 498-513.

Tindal, G., Flick, D., & Cole, C. (1992). The effect of curriculum on inferences of reading performance and improvement. *Diagnostique, 18* (1), 69-84.

Tindal, G., McDonald, M., Tedesco, M., Glasgow, A., Almond, P., Crawford, L., et al. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children, 69*(4), 481-494.

Tindal, G., & Nolet, V. (1995). Curriculum-Based Measurement in Middle and High Schools: Critical Thinking Skills in Content Areas. *Focus on Exceptional Children, 27*(7), 1-22.

Tindal, G. (1992). Evaluating Instructional Programs Using Curriculum-Based Measurement. *Preventing School Failure, 36*(2), 39-42.

Tindal, G., & Parker, R. (1991). Identifying Measures for Evaluating Written Expression. *Learning Disabilities Research and Practice, 6*(4), 211-218.

Tindal, G., & Parker, R. (1989). Assessment of Written Expression for Students in Compensatory and Special Education Programs. *Journal of Special Education, 23*(2), 169-183.

Tucker, K., Schoch, E., & Fisher, S. (1997). Developing an Instrument to Measure General Education. *Inquiry, 1*(2), 64-66.

Utley, C. A., Mortweet, S. L., & Greenwood, C. R. (1997). Peer-mediated instruction and interventions. *Focus on Exceptional Children, 29* (5), 1-23.

VanDerHeyden, A. M., Witt, J. C., & Naquin, G. (2003). Development and validation of a process for screening referrals to special education. *School Psychology Review, 32*(2), 204-227.

Vanderheyden, A. M., Witt, J. C., Naquin, G., & Noell, G. (2001). The Reliability and Validity of Curriculum-Based Measurement Readiness Probes for Kindergarten Students. *School Psychology Review, 30*(3), 363-382.

Vergason, G. A., & Anderegg, M. L. (1991). Beyond the Regular Education Initiative and the Resource Room Controversy. *Focus on Exceptional Children, 23*(7), 1-7.

Welch, M. (2000). Descriptive Analysis of Team Teaching in Two Elementary Classrooms: A Formative Experimental Approach. *Remedial and Special Education, 21*(6), 366-376.

Weller, L. D. (1983). Discrepancy Analysis: A Quantitative Technique for Curriculum Development. *Clearing House, 56*(5), 223.

Wesson, C., Skiba, R., Sevcik, B., King, R.P., & Deno, S. (1984). The Effects of Technically Adequate Instructional Data on Achievement. *Remedial and Special Education (RASE)*, 5(5), 17-22.

Wesson, C., & et al. (1986). Facilitating the Efficiency of On-Going Curriculum-Based Measurement. *Teacher Education and Special Education*, 9(4), 166-172.

Wesson, C., & et al. (1989). The Discriminative Validity of Curriculum-Based Measures for Establishing Reading Groups. *Reading Research and Instruction*, 29(1), 23-32.

Wesson, C., & et al. (1988). A Causal Analysis of the Relationships among Ongoing Curriculum-Based Measurement and Evaluation, the Structure of Instruction, and Student Achievement. *Journal of Special Education*, 22(3), 330-343.

Wesson, C. L. (1992). Using Curriculum-Based Measurement to Create Instructional Groups. *Preventing School Failure*, 36(2), 17-20.

Wesson, C. L., Vierthaler, J.M., & Haubrich, P.A. (1989). An Efficient Technique for Establishing Reading Groups. *Reading Teacher*, 42(7), 466-469.

Wesson, C. L. (1991). Curriculum-based measurement and two models of follow-up consultation. *Exceptional Children*, 57(3), 246-256.

Wesson, C. L., & King, R. P. (1992). The Role of Curriculum-Based Measurement in Portfolio Assessment. *Diagnostique*, 18(1), 27-37.

Whinnery, K. W., & Fuchs, L. S. (1992). Implementing Effective Teaching Strategies with Learning Disabled Students through Curriculum-Based Measurement. *Learning Disabilities Research and Practice*, 7(1), 25-30.

Whinnery, K. W., & Stecker, P. M. (1992). Individual Progress Monitoring to Enhance Instructional Programs in Mathematics. *Preventing School Failure*, 36(2), 26-29.

Wilson, M. S., Schendel, J. M., & Ulman, J. E. (1992). Curriculum-Based Measures, Teachers' Ratings, and Group Achievement Scores: Alternative Screening Measures. *Journal of School Psychology, 30*(1), 59-76.

Wolman, C., vandenBroek, P., & Lorch, R. F. (1997). Effects of causal structure on immediate and delayed story recall by children with mild mental retardation, children with learning disabilities, and children without disabilities. *Journal of Special Education, 30*(4), 439-455.

Wood, R., & Power, C. (1987). Aspects of the Competence-Performance Distinction: Educational, Psychological, and Measurement Issues. *Journal of Curriculum Studies, 19*(5), 409-424.

Woodward, J., & Rieth, H. (1997). A historical review of technology research in special education. *Review of Educational Research, 67*(4), 503-536.

Yell, M. L., Deno, S. L., & Marston, D. B. (1992). Barriers to Implementing Curriculum-Based Measurement. *Diagnostique, 18*(1), 99-112.

Yell, M. L., & Stecker, P. M. (2003). Developing Legally Correct and Educationally Meaningful IEPs Using Curriculum-Based Measurement. *Assessment for Effective Intervention, 28*(3-4), 73-88.