

Curriculum-Based Assessment Rating Rubric

Curriculum-based assessments are “a form of criterion-referenced measurement wherein curricular objectives act as the criteria for the identification of instructional targets and for the assessment of status and progress” (Bagnato & Neisworth, 1991, p. 97). Curriculum-based assessments provide a direct assessment of a child’s skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations; and allow for continual monitoring of developmental progress (McLean et al., 2004).

The curriculum-based assessment rating rubric was developed to help teams determine the quality of various assessments for use with young children. Quality is defined as the extent to which an assessment meets the standards set forth by recommended practice and research (e.g., AERA, APA, & NCME, 1999; Bagnato, Neisworth, & Munson, 1997). The rating rubric is composed of 17 elements that represent recommended assessment practices. The rubric can be used to guide teams in selecting an appropriate assessment for a variety of purposes including: identifying children’s strengths, interests, and emerging skills, developing meaningful IFSP/IEP goals and objectives, planning and individualizing intervention efforts, measuring child progress, and producing accountability data to meet federal and state requirements.

Element	Unsatisfactory (0)	Basic (1)	Satisfactory (2)	Excellent (3)
Adaptable for Special Needs	No consideration of special needs	Limited consideration of special needs through the assessment process and instrument does not allow for additional accommodations or modifications for special needs	Upfront considerations for special needs are not comprehensive, but assessment allows for some accommodations and/or modifications for special needs	Considers and provides specific strategies and procedures for accommodating and/or modifying the assessment for special needs
Aligns with Federal/State/Agency Standards and/or Outcomes	Does not align with Federal/State/Agency Standards and/or Outcomes	Aligns with less than half of the big ideas or concepts from Federal/State/Agency Standards and/or Outcomes	Aligns with more than half of the big ideas or concepts from Federal/State/Agency Standards and/or Outcomes	Aligns with a clear majority or all of the big ideas or concepts from Federal/State/Agency Standards and/or Outcomes

The rubric was adapted from the work of Deb O’Neil and the Staff at Rochester Schools ECSE, Rochester MI by Kristie Pretti-Frontczak (kprettif@kent.edu), Laura Vilardo (lvilardo@kent.edu), and Dana Kenneley (dkenneley@adelphia.net), Kent State University, Kent, OH. Revised Fall 2005. For a copy of the full CBA rating rubric visit <http://fpsrv.dl.kent.edu/ecis/Web/Research/OSEP/CBARubric.pdf>