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## First Grade Benchmarks Student

The data on the foundational literacy skills of the class of 2032—the children who were in kindergarten during the shutdown and 1st graders ... assessment, the DIBELS benchmark measures, the ...

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"This prevention-oriented assessment for the growth and development of literacy skills will help you easily identify students in need of intervention and accurately evaluate the effectiveness of intervention strategies. DIBELS is designed for ongoing use to measure foundational skills and progress in reading; predict later reading

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success and performance on high-stakes tests; and provide an instructional goal that will prevent reading failure and promote reading success."--Publisher's web site.

This book presents a schoolwide model of instructional support designed to make the

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most of available time, resources, and personnel—one that is also fully compatible with other problem-solving models, such as response to intervention. The authors provide a comprehensive and cohesive framework for linking assessment and intervention. They show how to interweave evidence-based instruction with

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targeted professional development and other components that support improved learning outcomes for all K – 8 students. Helpful tables describe dozens of research-based assessments and interventions in reading, writing, and math. In a large-size format with lay-flat binding to facilitate photocopying, the volume includes more

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than 20 reproducible worksheets and forms. The companion website features additional reproducibles and supplemental materials for use in conjunction with the book. This book is in The Guilford Practical Intervention in the Schools Series.

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From leading experts, this indispensable resource presents a practical model for conducting reading assessments for screening, diagnosis, and progress monitoring in each of the three tiers of response to intervention (RTI). K-8 teachers and school personnel are guided to use norm-referenced, informal, and

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curriculum-based measures to assess key components of reading development and make informed choices about instruction. The book describes how to survey existing assessment practices in a school and craft a systematic plan for improvement; reproducible tools include a 10-page RTI Assessment Audit that can be downloaded

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and printed in a convenient 8 1/2" x 11" size. See also Assessment for Reading Instruction, Third Edition, which explains the fundamentals of assessment and provides essential hands-on tools.

"This book covers the basics of traditional educational testing, measurement, and

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evaluation theory and methodology, as well as sociopolitical issues and trends influencing the future of that research and practice" --Publisher's description.

Many schools have implemented academic response to intervention (RTI) and schoolwide positive behavioral

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interventions and supports (PBIS) as separate initiatives. This book provides keys to making these programs more effective, seamless, efficient, and sustainable by combining them into a single multi-tiered system of support (MTSS). Steps and strategies are outlined for integrating data structures, practices,

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teams, and district systems. Contributing authors present detailed case examples of successful MTSS implementation in three states. In a large-size format with lay-flat binding, the book features 27 reproducible checklists and evaluation tools. Purchasers get access to a companion website where they can download and print the

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reproducible materials plus other helpful resources. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.

Orphaned elephants need someone to take care of them in order to survive in the wild. That ' s exactly what the David

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Sheldrick Wildlife Trust Nairobi Elephant Nursery does. The caring workers feed and check the health of elephant orphans, and they even cuddle them to make them feel more comfortable. Readers explore what life is like for both the animals and workers at the Nairobi Elephant Nursery, while learning new things about elephants

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along the way. Helpful fact boxes provide additional information, and colorful photographs of the nursery engage readers.

The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and

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continuously expanding field of special education. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. The second edition has been fully updated throughout

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to take into account recent changes to federal laws as well as the most current academic research, and an entirely new section has been added on research methods in special education.

This popular practitioner guide and text presents an effective, problem-solving-

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based approach to evaluating and  
remediating academic skills problems.  
Leading authority Edward S. Shapiro  
provides practical strategies for working  
with students across all grade levels  
(K – 12) who are struggling with reading,  
spelling, written language, or math. Step-  
by-step guidelines are detailed for assessing

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students' learning and their instructional environment, using the data to design instructional modifications, and monitoring student progress. The research base for the approach is accessibly summarized. The companion workbook, available separately, contains practice exercises and reproducible forms.

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Serving students with academic deficiencies necessitates communication and collaboration among professionals from several disciplines. Academic Assessment and Intervention brings together divergent approaches in order to demonstrate that scientific evidence,

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rather than biases or previous practice, must determine assessment practices that are selected and used for particular purposes. Similar to a handbook in its comprehensive topical coverage, this edited collection provides a contextual foundation for academic assessment and intervention; describes both norm-

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referenced and curriculum-based assessment/measurement in detail; considers the implications of both of these assessments on ethnically diverse populations; provides a clear link between assessment, evidence-based interventions and the RTI model; and considers other important topics related to this area such

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as teacher behavior. Intended primarily for graduate-level courses in education, school psychology, or child clinical psychology, it will also be of interest to practicing professionals in these fields.

This trusted teacher guide and widely adopted text provides a comprehensive

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conceptual framework and hands-on practical tools for reading assessment. The authors present a clear roadmap for evaluating K-8 students' strengths and weaknesses in each of the basic competencies that good readers need to master. Teachers learn how to select, administer, and interpret a wide range of

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formal and informal assessments, and how to use the results to improve instruction. In a large-size format for easy photocopying, the book includes 30 reproducible assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition \*Chapter on assessing

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vocabulary. \*Additional instruments, including the Informal Decoding Inventory and the Motivation to Read Profile--Revised. \*Links to the Common Core State Standards (CCSS) have been added throughout. \*The latest research and more instructional strategies in every area. See also Reading Assessment in an

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RTI Framework, which offers systematic guidance for conducting assessments in all three tiers of RTI.

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