

AIMSWeb Target Scores

Assessment Measure	LNF Letter Name Fluency			LGF Letter-Blend Fluency			PWF Picture Word Reading Fluency			NWF Nonword Fluency			R-CBM Reading Decoding Skills Fluency			MAZE Engagement Measures		
Benchmark Period	Rel	Mean	Score	Rel	Mean	Score	Rel	Mean	Score	Rel	Mean	Score	Rel	Mean	Score	Rel	Mean	Score
K	21	44	52	9	27	39	30	48	25	40								
1 st				31	48	54	41	51	56	34	54	68	13	36	67			
2 nd													62	88	106	4	11	15
3 rd													87	111	127	13	15	16
4 th													107	125	139	14	20	20
5 th													121	139	153	17	22	27

Written Expression	Total Words Written (ME-TW)			Words Spelled Correctly (ME-WSC)			Correct/Writing Accuracy (ME-CWA)		
Benchmark Period	Rel	Mean	Score	Rel	Mean	Score	Rel	Mean	Score
K	1	5	10	1	2	6	4	7	9
1 st	7	13	20	5	10	16	2	5	11
2 nd	15	25	32	10	21	24	9	16	21
3 rd	26	34	39	21	28	33	19	24	30
4 th	35	41	45	30	35	35	28	34	39
5 th	41	48	51	36	40	40	34	39	46

Aimsweb Cut Off Scores

Krista Denise Healy

Aimsweb Cut Off Scores:

How RTI Works in Secondary Schools Evelyn S. Johnson, Lori Smith, Monica L. Harris, 2009-11-10 This book not only provides a solid foundation for guiding school improvement but also details an array of very practical tools that can be used to implement tiered instructional options in middle and high school settings Donald D Deshler Williamson Family Distinguished Professor of Special Education Director Center for Research on Learning University of Kansas From research based screenings to evidence based interventions the authors address the challenges specific to secondary schools and provide concise realistic options Nicole Power RTI Coordinator and Speech Language Pathologist Bethany Public Schools OK Practical solutions for implementing RTI and improving student outcomes in Grades 6-12 Implementing Response to Intervention RTI in Grades 6-12 offers many unique challenges but this comprehensive research based book provides secondary school administrators with the information resources and guidance necessary to use RTI for the benefit of struggling adolescent learners Drawing on the latest research the authors identify the current best practices for key components of RTI and demonstrate how school teams can work together to implement an assessment and data driven decision making process for educators Describing how all these elements can work together under the RTI framework this book provides Specific guidance on building leadership capacity to make RTI implementation a success Case studies that illustrate real middle and high school RTI models Instructional strategies for tiers one two and three Forms checklists and lists of Web and print resources With this valuable resource secondary school leaders can avoid potential missteps when implementing RTI and make dramatic improvements in outcomes for adolescent learners

Academic Assessment and Intervention Steven Little, Angeleque Akin-Little, 2014-01-21 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 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 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 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

Academic Skills Problems Edward S. Shapiro, 2010-11-01 This popular practitioner guide and text presents an effective problem solving 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 who are struggling with reading spelling written language or math Step by step guidelines are detailed for

assessing 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 New to this edition incorporates the latest advances in evidence based assessment and instruction shows how the author s approach fits perfectly into a Response to Intervention RTI model chapter and extended case example focusing on RTI 30 of the figures tables and forms are new or revised This book will be invaluable to school psychologists K 12 school administrators special educators and classroom teachers graduate students and researchers in these fields Together with the companion Workbook it will serve as a text in graduate level courses dealing with academic assessment and intervention

Strategies for Struggling Learners in the Era of CCSS

& RTI Jim Wright,2014-07-15 A must have resource to help equip teachers to meet the challenge of preparing students with diverse needs to achieve ambitious new standards in an era of greater accountability This comprehensive problem solving manual by Jim Wright provides teachers with research based strategies for strengthening instruction delivering academic interventions and addressing behavior management issues for both general and special education students The book is designed to help teachers quickly and efficiently locate research supported classroom based solutions for overcoming a variety of impediments to student success Chapters are organized around specific teacher challenges with the content of each supporting ideas and strategies contained throughout the book They include Core Instruction Creating Academic Interventions That Promote Student Success in the Common Core Managing Behaviors to Promote Student Learning Collecting Data to Track Interventions Increasing Student Responsibility Through Self Management Techniques to Help Teachers Succeed as Change Agents Although making changes to one s professional practice is hard work any teacher who carefully reviews and implements best practices in core instruction academic intervention behavior management and classroom assessment such as those presented in this book can expect to see substantial gains in student performance

Enhancing Instructional Problem Solving John C. Begeny,Ann C. Schulte,Kent Johnson,2012-05-25 This book presents a schoolwide model of instructional support designed to make the 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 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 to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

Handbook of Reading Assessment

Sherry Mee Bell,R. Steve McCallum,2008 Comprehensive readable and filled with numerous authentic examples The Handbook of Reading Assessment addresses the continuum of reading assessments from informal classroom

based to high stakes formal testing This book is unique in its comprehensive balanced and timely coverage of key issues and challenges in assessment of reading Designed for use by advanced undergraduates and graduates in general education reading education special education and school psychology this much needed resource addresses the wide range of reading assessments educators must be able to use and understand to effectively assess instruct and to communicate across disciplines Separate chapters focus on informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Each of these chapters concludes with useful tables listing some of the most commonly used assessments and their psychometric properties *Evaluation of Early Literacy Measures with Korean English Language Learners* Jennifer Wei-Yee Sun,2008

Early Literacy Interventions for English Language Learners Krista Denise Healy,2005

Effects of a Mathematics Read Aloud Accommodation for Students

with High and Low Reading Skills Cathleen Allison Geraghty,2007

Academic Screening in Middle School Matthew

Mitchell,2019 The current study examined the diagnostic accuracy of two common screening assessments in reading Measures of Academic Progress MAP and Reading Curriculum Based Measurement R CBM when used to predict end of the year performance on state tests in 8th grade The sample consisted of 389 8th grade students enrolled in a school district in the Upper Midwest Results of this study demonstrate that MAP was the better individual measure when assessing diagnostic accuracy Further the combination of R CBM and MAP assessment results did not improve diagnostic accuracy when compared to MAP as a single screening assessment However these results suggest using only MAP to screen students in 8th grade may result in many students being misidentified as not at risk when using publisher recommended cut off scores Future middle school research could explore different cut scores for defining at risk students or more liberal approaches when using a combined screening model iii

Use of Three Probes Versus One Probe in Curriculum-based Measurement Benchmarking Procedures for Reading Fluency Michael Robert Porter,2012 The current procedures used in AIMSweb's Oral Reading Fluency Curriculum Based Measurement Benchmarking require that students be administered three probes and the student's median score used in further decision making Howe Schinn 2002 While the administration of three probes is the current procedure there is no research available that indicates that this needs to be done to obtain a valid score The data used in this study were historical data from the Fall and Winter 2011 2012 benchmarking taken by approximately 400 students from an elementary school in the upper Midwest in grades two through five The data were analyzed to determine whether the same students who were flagged due to being at or below the designated cutoff points using the median score were also flagged by being at or below the cutoff points using the score on the first probe While there were differences in the scores and some students did switch the level at which they were flagged almost all of the students in the study that were flagged using the median score were also flagged using only the first probe administered This indicates that there is a need for further research in this area

Tier II Intervention in the

Intermediate Grades Theodora D. Roop, 2018 The purpose for this study is to look at the effects of a specific comprehension strategy Reciprocal Teaching RT Palincsar however after signed consent forms were returned 59 participated The students in the experimental group participated in intervention utilizing RT for approximately four weeks in Tier II small groups instructed by classroom teachers at each elementary school Regression discontinuity was used to determine the effect of RT on the students comprehension as indicated by their spring benchmark scores The results of the pilot study showed a significant main effect in the scores along the regression line indicating a positive effect for the intervention Regression discontinuity analysis between groups indicated that a significant main effect exists for the intervention group The full scale study examined the effects per grade level for all students and with a set caliper for students whose scores were four points above and below the cut off point or winter 2016 benchmark for the grade level The results of the full scale study focusing on all scores showed a significant main effect in the scores along the regression line indicating a positive effect for the intervention for all grades the effect was significant for all grades but mostly for fourth and fifth graders Regression discontinuity analysis between groups indicated that a significant main effect exists for the intervention group When looking at scores within the caliper of four points above or below the benchmark all scores showed a significant main effect in the scores along the regression line indicating a positive effect for the intervention for all grades Regression discontinuity analysis between groups indicated that a significant main effect exists for the intervention group within the caliper at each grade level

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