

1. Record Nr.	UNINA9910807661903321
Autore	Hoover John J.
Titolo	RTI assessment essentials for struggling learners / / John J. Hoover
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, a SAGE Company, , 2009 ©2009
ISBN	1-4522-3834-0 1-4522-2332-7
Descrizione fisica	1 online resource (201 p.)
Disciplina	371.926
Soggetti	Remedial teaching Slow learning children - Rating of Response to intervention (Learning disabled children)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; List of Forms; Preface; Acknowledgments; About the Author; Introduction; Part I - Foundations of Assessment in Multi-Tiered RTI; Chapter 1 - Overview of Multi-Tiered Response to Intervention for Struggling Learners; Chapter 2 - Assessment Continuum in Multi-Tiered Response to Intervention; Chapter 3 - Ecological Framework Within Multi-Tiered Response to Intervention; Part II - Implementing Effective Multi-Tiered RTI Assessment; Chapter 4 - Fidelity of Assessment; Chapter 5 - Evidence-Based Assessment and Assessment Accommodations Chapter 6 - RTI Assessment and Special EducationPart III - Making Effective Multi-Tiered RTI Assessment Decisions; Chapter 7 - Assessment Decision-Making Process in Multi-Tiered RTI; Chapter 8 - Distinguishing Learning Differences From Disabilities Through RTI Assessment; Chapter 9 - Future Challenges in RTI Assessment; Appendix; References; Index
Sommario/riassunto	Covering universal screening, progress monitoring, and diagnostic assessment for special education, this resource presents a comprehensive overview of assessment for struggling students within RTI.

2. Record Nr.	UNINA9910298083903321
Autore	Harlacher Jason E. <1977->
Titolo	Practitioner's Guide to Curriculum-Based Evaluation in Reading // by Jason E. Harlacher, Tami L. Sakelaris, Nicole M. Kattelman
Pubbl/distr/stampa	New York, NY : , : Springer New York : , : Imprint : Springer, , 2014
ISBN	1-4614-9360-9
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (307 p.)
Disciplina	155.41 375/.001
Soggetti	Child psychology School psychology Assessment Child and School Psychology Assessment, Testing and Evaluation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographies and index.
Nota di contenuto	Foreword -- Chapter 1. Introduction -- Part I. Background of Education and Curriculum-Based Evaluation -- Chapter 2. History of Education -- Chapter 3. Multi-Tiered System of Support -- Chapter 4. What is Curriculum-Based Evaluation? -- Chapter 5. The Curriculum-Based Evaluation Process -- Part II. Using Curriculum-Based Evaluation -- Chapter 6. CBE Decoding -- Chapter 7. CBE Early Literacy -- Chapter 8. Reading Comprehension -- Part III. Making Educational Decisions with CBE -- Chapter 9. Using Curriculum-Based Evaluation in Daily Practice -- Chapter 10. Progress Monitoring and Educational Decisions -- Chapter 11. Common and Frequently Asked Questions about CBE -- Part IV. Additional Material -- Appendices -- Glossary of Terms -- References.
Sommario/riassunto	The educators are dedicated and concerned. The curriculum is successful. Yet some students aren't reading at grade level, and meetings air problems without making progress. Many students continue to flounder, leading to more meetings with the same lack of meaningful results. The Practitioner's Guide to Curriculum-Based Evaluation in Reading gives researchers and professionals the means to

break this frustrating cycle, crafted by authors who have not only been there and done that, but can explain in depth how to replicate the method. Focusing on reading but applicable across subject areas, this highly accessible guide defines curriculum-based evaluation (CBE), provides conceptual background, and analyzes its component steps. Assessment and intervention are given equal attention within a problem-solving model featuring tools for skill assessment, progress monitoring, goal setting, and other bedrock tasks. Chapters build to lead readers beyond classroom strategies to guidelines for problem solving and decision making to effectively address individual student needs. Included in the coverage: The curriculum-based evaluation process. Relating CBE to the Multi-Tier System of Support model. Using CBE in daily practice, both in classwork and schoolwide. Decoding, early literacy, and reading comprehension. Progress monitoring and decision making. Plus FAQs, handouts, and other supplemental materials. This level of educational insight and pedagogical detail make the Practitioner's Guide to Curriculum-Based Evaluation in Reading a clarion call for researchers, graduate students, and professionals in school and clinical child psychology; assessment, testing, and evaluation; applied linguistics; language education; special education and allied education; educational psychology; and social work.

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