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Altri autori (Persone)	EspinChristine
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Nota di contenuto	Cover; Contents; Abbreviations; Introduction; 1. Curriculum-Based Measurement: The Paradigm, History, and Legacy; I. Contributions to Educational Policy and Practice; 2. A Review of Deno and Mirkin's Special Education Resource Teacher (SERT) Model: An Early Effort to Reconcile the Right to Social Integration with a Need for Effective Instruction; 3. Using Curriculum-Based Measurement to Develop Educationally Meaningful and Legally Sound Individualized Education Programs (IEPs); 4. When the "Emerging Alternative" Becomes the Standard; II. School-Based and District-Wide Applications 5. School-and District-Wide Implementation of Curriculum-Based Measurement in the Minneapolis Public Schools6. Implementing Data-Based Program Modification Big Ideas; 7. The Contribution of Curriculum-Based Measurement to Response to Intervention: Research, Policy, and School Practice; III. Applications in Elementary Education; 8. How Curriculum-Based Measures Help Us Detect Word Recognition Problems in First Graders; 9. How Progress Monitoring Research Contributed to Early Intervention for and Prevention of Reading Difficulty 10. Technological Applications of Curriculum-Based Measurement in Elementary Settings: Curriculum-Based Measurement in the Digital Age IV. Applications in Secondary Education; 11. Big Ideas and Core Values: The Influence of Stanley Deno's Work on Secondary Mathematics

Progress Monitoring; 12. They're Getting Older . . . but Are They Getting Better? The Influence of Curriculum-Based Measurement on Programming for Secondary-School Students with Learning Disabilities; V. Applications in General Education Settings 13. Curriculum-Based Measurement at Larue Elementary: They Said It Couldn't Be Done! 14. Curriculum-Based Measurement Progress Monitoring and the Health of General Education; VI. Applications for Special School Populations; 15. Curriculum-Based Measurement and English Language Learners: District-Wide Academic Norms for Special Education Eligibility; 16. A Tribute to Stanley Deno: Curriculum-Based Measurement for English Learners in First Grade; 17. Extending Curriculum-Based Measurement to Assess Performance of Students with Significant Cognitive Disabilities VII. Applications in State Assessments of Schools 18. How Curriculum-Based Measurement Progress Monitoring Contributes to the Alignment of Instruction and State-Adopted Standards and Assessments; 19. Curriculum-Based Measures: Application with State Assessments; 20. Curriculum-Based Measurement, Progress Monitoring, and State Assessments; VIII. Uses for Teacher Development; 21. Stanley Deno's Contributions to Teacher Education Scholarship and Practice; 22. The Impact of Curriculum-Based Measurement on Teacher Practice; IX. Uses in Psychology and School Psychology 23. Data-Based Program Modification and the Launching of Careers

Sommario/riassunto

Simple in concept, far-reaching in implementation, Curriculum-Based Measurement (CBM) was developed in the 1980's as an efficient way to assess the progress of struggling students, including those with disabilities. Today, there are few areas of special education policy and practice that have not been influenced by CBM progress monitoring. The impact of CBM is reflected in recent education reforms that emphasize improvements in assessment and data-based decision making. Gathering an international group of leading researchers and practitioners, *A Measure of Success* provides a comp...

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