

A Schoolwide Assessment System

Each measure has a two part target:

- How much and by when

R-CBM			
Target	Fall	Winter	Spring
5 th Grade	116	133	148
6 th Grade	135	148	160
7 th Grade	136	146	158
8 th Grade	142	149	158

MAZE			
Target	Fall	Winter	Spring
5 th Grade	16	21	25
6 th Grade	20	25	26
7 th Grade	21	23	27
8 th Grade	22	20	26



MiBLSi Targets are based on the 50th percentile score of the AIMSweb national aggregate

Aimsweb 8th Grade Maze

Cecil D. Mercer, Paige C. Pullen

A red circular graphic with a gradient, appearing as a stylized arrow or a decorative element, located to the right of the authors' names.

Aimsweb 8th Grade Maze:

Using RTI to Teach Literacy to Diverse Learners, K-8 Sheila Alber-Morgan, Sheila René Alber, 2010-04-07 Covering reading and writing this book provides specific interventions for tiers 1 2 and 3 within a multi tier RTI framework so diverse learners can experience successful literacy

Comprehension Instruction, Third Edition Sheri R. Parris, Kathy Headley, 2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters

Students with Learning Disabilities Cecil D. Mercer, Paige C. Pullen, 2009 For courses in Learning Disabilities The seventh edition of this popular text offers comprehensive coverage and a balanced approach of all of the varying theories and practices in the field educational medical and psychological incorporating assessment definition characteristics and strategies all to help readers develop their own personal perspective It presents equal treatment to information about the characteristics definitions causes and controversies of learning disabilities with each researched based topic clearly designed to support both diagnosis and intervention Throughout the text best practices have been identified through thorough research and practical examples Revised to include the latest research and recent developments the seventh edition reflects the latest trends in the field of learning disabilities The authors have included new and expanded coverage of cultural diversity Responsiveness to Intervention techniques for identifying students with learning disabilities expanded coverage of effective practices to prevent and remediate reading difficulties effective assessment strategies and teaching practices in the academic areas based on recent research a new chapter on ADHD a focus on how to teach and manage students with learning disabilities and information on the 2004 reauthorization of IDEA and the 2006 Code of Federal Regulations Current and classic Students with Learning Disabilities Seventh Edition will stimulate and interest its readers about the nature and needs of individuals with learning disabilities

The Data-Driven School Daniel M. Hyson, Joseph F. Kovalesski, Benjamin Silbergliitt, Jason A. Pedersen, 2020-07-10 This indispensable practitioner s guide helps to build the capacity of school psychologists administrators and teachers to use data in collaborative decision making It presents an applied step by step approach for

creating and running effective data teams within a problem solving framework The authors describe innovative ways to improve academic and behavioral outcomes at the individual class grade school and district levels Applications of readily available technology tools are highlighted In a large size format for easy photocopying the book includes learning activities and helpful reproducible forms The companion website provides downloadable copies of the reproducible forms as well as Excel spreadsheets PowerPoint slides and an online only chapter on characteristics of effective teams This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

The RTI Approach to Evaluating Learning Disabilities Joseph F. Kovalski, Amanda M. VanDerHeyden, Timothy J. Runge, Perry A. Zirkel, Edward S. Shapiro, 2022-10-26 From leading authorities this indispensable work is now in a revised and expanded second edition presenting state of the art tools and procedures for practitioners The book shows how to use response to intervention RTI to evaluate K 12 students for specific learning disabilities SLD The second edition gives increased attention to optimizing the instructional environment in the context of a multi tiered system of supports MTSS Procedures are described for screening at risk students using RTI to intensify instruction in reading writing and math identifying SLD determining eligibility for special education and planning individualized education programs Case examples and pointers for practice are woven throughout In a convenient large size format the book includes reproducible tools that can be downloaded and printed for repeated use New to This Edition Incorporates contemporary perspectives on SLD upgraded procedures for implementing an MTSS new approaches to measuring RTI and enhancements in using classroom observations Chapter on best practices in academic screening including important dos and don ts Separate chapters on using RTI for reading written expression and mathematics Chapter on RTI and special education law focusing on what practitioners need to know This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

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

Handbook of Response to Intervention and Multi-Tiered Systems of Support Paige C. Pullen, Michael J. Kennedy, 2018-10-04 Of the many issues facing special education and general

education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention

Pyramid Response to Intervention Austin Buffum, Mike Mattos, 2009-12-01 Accessible language and compelling stories illustrate how RTI is most effective when built on the Professional Learning Communities at Work™ process Written by award winning educators from successful PLC schools this book demonstrates how to create three tiers of interventions from basic to intensive to address student learning gaps You will understand what a successful program looks like and the many reproducible forms and activities will help your team understand how to make RTI work in your school

The Psychology of Reading Paula J. Schwanenflugel, Nancy Flanagan Knapp, 2015-11-11 Incorporating cognitive neuropsychological and sociocultural perspectives this authoritative text explains the psychological processes involved in reading and describes applications for educational practice The book follows a clear developmental sequence from the impact of the early family environment through the acquisition of emergent literacy skills and the increasingly complex abilities required for word recognition reading fluency vocabulary growth and text comprehension Linguistic and cultural factors in individual reading differences are examined as are psychological dimensions of reading motivation and the personal and societal benefits of reading Pedagogical Features End of chapter discussion questions and suggestions for further reading Explicit linkages among theory research standards including the Common Core State Standards and instruction Engaging case studies at the beginning of each chapter Technology Toolbox explores the pros and cons of computer assisted learning

Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities Melody Tankersley, Bryan G. Cook, Timothy J. Landrum, 2022-05-12 The chapters in this volume cover a broad range of topics that address issues surrounding the identification of students who need the most intensive intervention intensive intervention features and delivery considerations behavioral interventions academic interventions and preservice teacher preparation

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