

# AIMSweb Aggregate Norm Table

Multi-Year Aggregate  
2003-2004 School Year

| Grade | %ile   | Fall   |     | Winter |     | Spring |     | ROI |
|-------|--------|--------|-----|--------|-----|--------|-----|-----|
|       |        | Num    | WRC | Num    | WRC | Num    | WRC |     |
| 2     | 90     | 135850 | 107 | 128181 | 133 | 142766 | 148 | 1.1 |
|       | 75     |        | 82  |        | 108 |        | 123 | 1.1 |
|       | 50     |        | 57  |        | 81  |        | 97  | 1.1 |
|       | 25     |        | 29  |        | 56  |        | 71  | 1.2 |
|       | 10     |        | 14  |        | 27  |        | 46  | 0.9 |
|       | Mean   |        | 59  |        | 82  |        | 97  |     |
|       | StdDev |        | 36  |        | 39  |        | 40  |     |
| 8     | 90     | 34336  | 185 | 33590  | 192 | 33393  | 201 | 0.4 |
|       | 75     |        | 166 |        | 171 |        | 182 | 0.4 |
|       | 50     |        | 143 |        | 148 |        | 158 | 0.4 |
|       | 25     |        | 114 |        | 119 |        | 130 | 0.4 |
|       | 10     |        | 84  |        | 89  |        | 100 | 0.4 |
|       | Mean   |        | 138 |        | 144 |        | 154 |     |
|       | StdDev |        | 40  |        | 41  |        | 41  |     |

# Aimsweb Norms 2013 1st Grade Percentile

**Greg Conderman, Laura Hedin, Val  
Bresnahan**



### **Aimsweb Norms 2013 1st Grade Percentile:**

*Promoting Academic Success with English Language Learners* Craig A. Albers, Rebecca S. Martinez, 2015-07-28

Educators and school psychologists throughout the country are working with growing numbers of English language learners ELLs but often feel unprepared to help these students excel This highly informative book presents evidence based strategies for promoting proficiency in academic English and improving outcomes in a response to intervention RTI framework Illustrated with a detailed case example the book describes best practices for working with K 5 ELLs in all stages of RTI universal screening progress monitoring data collection decision making and intensifying instruction In a large size format with lay flat binding for easy photocopying the book includes more than two dozen reproducible worksheets Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman

**Practitioner's Guide to Curriculum-Based Evaluation in Reading** Jason E. Harlacher, Tami L. Sakellaris, Nicole M. Kattelman, 2013-12-11 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

**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

Instructional Practices for Students with Behavioral Disorders J. Ron Nelson, Gregory J. Benner, Paul Mooney, 2013-12-09 Presenting a broad range of instructional programs and practices that are proven effective for students with behavioral disorders this is the first resource of its kind for K 3 teachers and special educators Described are clear cut strategies for promoting mastery and fluency in early reading writing and math while tailoring instruction to each student s needs Grounded in a three tiered response to intervention framework that facilitates data based assessment decision making and progress monitoring the book includes helpful examples and reproducibles A special chapter outlines instructional management procedures for enhancing student engagement and promoting positive behavior

**The Data-Driven School** Daniel M. Hyson, Joseph F. Kovalski, Benjamin Silberglitt, 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

*Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders* Hill M. Walker, Frank M. Gresham, 2013-09-13 This handbook is designed for use by practicing professionals who are charged with accommodating the needs of students having emotional and behavioral disorders and problems within the context of schooling This handbook consists of 32 chapters and is divided into six sections 1 foundations 2 screening performance monitoring and assessment 3 interventions targeting specific disorders settings and or developmental levels 4 generic intervention approaches 5 early intervention and 6 research The editors view the book as a compendium of accessible best practices that if practitioners adopt and apply with high levels of treatment integrity will produce a strong impact on the emotional and behavioral problems that challenge the school success of EBD students

**Strategy Instruction for Middle and Secondary Students with Mild Disabilities** Greg Conderman, Laura Hedin, Val Bresnahan, 2013-02-14 Teach your students learning

strategies that will last a lifetime The pressure is on special and general education teachers alike If we re to ensure that adolescents with mild disabilities achieve the very same gains as their peers we must first teach them how to learn Here s a one stop guide for getting started pairing the very best instructional methods with assessments and IEP goals so all students can be independent learners Driven by research this indispensable resource features Evidence based strategies for teaching vocabulary reading written language math and science as well as study skills textbook skills and self regulation Clear presentation that describes strategies in context Informal assessments for every content area or skill addressed Case studies that link assessment results IEP goals and learning strategies Application activities with questions and suggested responses Whether you teach in an inclusive resource or self contained setting there s no better guide for teaching your students learning strategies that will last a lifetime This is a rare find a book for practitioners that actually stays on task throughout and provides an abundance of teaching strategies As a veteran of the classroom it is nice to find strategies that are useful and can be readily implemented Sally Jeanne Coghlan Special Education Teacher Rio Linda Preparatory Academy Rio Linda CA I really like this comprehensive resource of strategies I felt the book was written for people like me struggling to do the very best for my students to make their time in school truly of benefit Cheryl Moss Special Education Teacher Gilbert Middle School Gilbert IA

*Handbook of Reading Assessment* Sherry Mee Bell,R. Steve McCallum,2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises

*Implementing Response-to-Intervention in Elementary and Secondary Schools* Matthew K. Burns,Kimberly Gibbons,2013-06-19 An update to the bestselling first edition this practical guidebook for implementing a school wide Response to Intervention RTI model clearly and concisely presents issues from assessment and decision making to Tiers I II and III interventions The authors

discuss what RTI is and why it is used how to conduct assessments within an RtI system and how to create a school wide organization to facilitate RTI Curricula instruction and intervention strategies for each Tier level covered in detail and answers to frequently asked questions and tips for getting started are also provided Each chapter has been extensively revised and updated with the most current research and work in the field New to this edition are a chapter on RTI in early childhood settings and a section in each chapter focused on considerations for secondary schools The downloadable resources include forms checklists reports and progress monitoring materials to assist practitioners in the implementation of interventions With this valuable practical resource school based practitioners will be able to put the information they read into action immediately to enhance the implementation of RtI services for their schools and students

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### **Aimsweb Norms 2013 1st Grade Percentile Introduction**

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