

AIMS WEB NUMBER SENSE FLUENCY

**2ND
GRADE**

NAME _____

AIMS Webber 1

Directions: Look at the expressions you worked with to solve the stories. Use the numbers to write the correct answer.

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
☐ 400	☐ 500	☐ 600
☐ 500	☐ 600	☐ 700
☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
☐ 400	☐ 500	☐ 600
☐ 500	☐ 600	☐ 700
☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
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☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
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☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

NAME _____

AIMS Webber 2

Directions: Look at the expressions you worked with to solve the stories. Use the numbers to write the correct answer.

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
☐ 400	☐ 500	☐ 600
☐ 500	☐ 600	☐ 700
☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
☐ 400	☐ 500	☐ 600
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☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
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100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
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☐ 500	☐ 600	☐ 700
☐ 600	☐ 700	☐ 800
☐ 700	☐ 800	☐ 900
☐ 800	☐ 900	☐ 1,000

100 + 100 200 + 200 300 + 300

100 + 100	200 + 200	300 + 300
☐ 100	☐ 200	☐ 300
☐ 200	☐ 300	☐ 400
☐ 300	☐ 400	☐ 500
☐ 400	☐ 500	☐ 600
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100 + 100 200 + 200 300 + 300

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Reading Assessment in an RTI Framework Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-01-01 The importance of Response to Intervention has never been clearer We strongly believe that RTI when fully implemented represents our best hope of building the kind of schoolwide framework necessary for making truly informed choices about the type and intensity of the reading instruction children receive Our goal for this book is to offer the guidance needed to use these and other tools in an RTI framework This is a book about the assessment component of RTI We offer guidance and tools for gathering the information needed in an RTI framework We have tried our best to write a book that is both practical and specific that reflects both research and common sense that is consistent with standards and that affords guidance in the issues central to RTI

RTI for English Language Learners Seth Aldrich, 2010-10 This book provides guidance for educators teachers support staff school administrators and instructors in schools of education to assess understand and address the needs of English language learners within the context of the Response to Intervention process This book empowers general and special educators as well as support staff to take on important roles and activities without necessarily having to speak the student's native language

The ABCs of CBM, Second Edition Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2016-04-05 Machine generated contents note 1 What Is CBM and Why Should I Do It 2 CBM for Assessment and Problem Solving 3 How to Conduct Early Reading CBM 4 How to Conduct Reading CBM 5 How to Conduct Spelling CBM 6 How to Conduct Writing CBM 7 How to Conduct Early Numeracy CBM 8 How to Conduct Math CBM 9 How to Conduct Content Area CBM 10 Charting and Graphing Data to Help Make Decisions 11 Planning to Use CBM and Keeping It Going Appendix A Norms for Early Reading CBM OPR CBM and Maze CBM Appendix B Reproducible Quick Guides and Forms for Conducting CBM References Index

Effective School Interventions, Second Edition Natalie Rathvon, 2008-08-14 This highly practical resource and text presents 70 interventions that have been demonstrated to improve the classroom learning environment academic achievement and student behavior and social competence Each intervention is presented in a brief standardized format with step by step procedures that can easily be implemented by Pre K 12 teachers and other school based professionals The volume includes best practice guidelines for designing implementing and evaluating evidence based school interventions as well as strategies for combining multiple interventions to create a comprehensive program at the individual class or schoolwide level

A Practical Guide to Building Professional Competencies in School Psychology Timothy M. Lionetti, Edward P. Snyder, Ray W. Christner, 2010-10-28 Designed as a research based yet matter of fact guide for beginning and future scientist practitioners A Practical Guide to Building Professional Competencies in School Psychology skillfully augments the reader's training supervision and experience by providing a framework for honing essential skills in the field This reader friendly evidence based text encourages the continuing development of expertise in communication and collaborative skills diversity awareness technical knowledge and

other domains critical to building and maintaining an ethical meaningful practice Each chapter in this must have volume examines a core area of expertise in depth and provides checklists linked to competencies set out in NASP's Blueprint III and the Development and Enhancement of Competencies Assessment Form are included to enable readers to gain a more complete understanding of their professional strengths and needs The skill sets covered include Developing cross cultural competencies Evaluating students with emotional and behavioral problems Assessing student skills using a variety of approaches Preventing and intervening in crisis situations Consulting with families colleagues and the community Facilitating mental health services in the school setting A Practical Guide to Building Professional Competencies in School Psychology provides an invaluable set of professional development tools for new practitioners and graduate students in school psychology

Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners Jennifer T. Mascolo, Vincent C. Alfonso, Dawn P. Flanagan, 2014-03-17 A Resource for Designing and Implementing Intervention Programs for At Risk Learners This authoritative resource provides step by step procedures for planning selecting and tailoring interventions for at risk learners with a unique focus on how to individualize interventions using actual case examples In addition this volume offers guidelines for gathering and interpreting data in a manner that assists in identifying targets for intervention and rich discussion and information relating to specific academic cognitive and behavioral manifestations of students with learning difficulties in reading math writing and oral language Practitioners will also recognize and learn how to intervene with students from underserved and mis served populations who are at risk for learning failure including English language learners and students from impoverished environments Each chapter describes how specific difficulties interfere with classroom tasks and explain how to select modify or otherwise tailor an intervention based on that information As with all volumes in the Essentials of Psychological Assessment series this volume includes callout boxes highlighting key concepts extensive illustrative material and test questions The companion CD ROM provides additional worksheets case studies and handouts

Implementing Evidence-Based Academic Interventions in School Settings Sylvia Rosenfield, Virginia Wise Berninger, 2009-02-26 Designed for both researchers and practitioners this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice With the emphasis on evidence based practice in the schools growing exponentially school practitioners must learn how to understand judge and make use of the research being produced to full effect Conversely researchers must understand what is being used in real world settings and what is still needed The editors of this book have outlined this process as a series of steps beginning with being a critical consumer of current research literature followed by concepts to consider in translating research into practice systems issues at local district and state levels the role of teachers in program implementation evaluation of implementation effectiveness and preservice and inservice professional development of teachers and psychologists Each chapter is written by leaders on the topic and contributors include both researchers and

school based practitioners With contributing authors from a variety of disciplines this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis **Interventions for Reading Problems, Second Edition** Edward J. Daly, Sabina Neugebauer, Sandra M. Chafouleas, 2015-01-20 This user friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention especially for students at risk for reading failure Step by step strategies target key areas of literacy development phonological awareness fluency and comprehension Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels In a large size format with lay flat binding for ease of photocopying the book includes 17 reproducible assessment and instructional tools Purchasers also 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 New to This Edition Chapter on multi tiered intervention delivery plus additional discussion in other relevant chapters Chapter on interventions for English learners ELs Chapter on vocabulary instruction intervention and assessment Additional graphing and data analysis tools Coverage of new resources available through federal supports **The ABCs of CBM, First Edition** Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2012-09-26 This pragmatic accessible book presents an empirically supported conceptual framework and hands on instructions for conducting curriculum based measurement CBM in grades K 8 The authors provide the tools needed to assess student learning in reading spelling writing and math and to graph the resulting data The role of CBM in systematic instructional problem solving is explained Every chapter includes helpful answers to frequently asked questions and the appendices contain over 20 reproducible administration and scoring guides forms and planning checklists The large size format and lay flat binding facilitate photocopying and day to day use See also The ABCs of Curriculum Based Evaluation A Practical Guide to Effective Decision Making by John L Hosp Michelle K Hosp Kenneth W Howell and Randy Allison which presents a broader problem solving model that utilizes CBM

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